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ABSTRACT

The course of study for students in elementary schools in Japan is outlined in this document. The first of four chapters puts forth general guidelines that a Japanese elementary school should seek to follow. Comprising the greater part of the document, the second chapter outlines the objectives to be achieved by students in eight subjects. For each of the eight subjects (Japanese language, social studies, arithmetic, science, music, arts and handicrafts, homemaking, and physical education), an overall objective is listed followed by specific objectives and contents for grades one through six. The third chapter puts forth the objectives and content of the class on moral education. The fourth chapter is on special activities, listing objectives to be achieved in pupil activities, school events, and classroom guidance. An extract from the enforcement regulations of the school education law is included in an annex. (DB)

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COURSE OF STUDY FOR ELEMENTARY SCHOOLS IN JAPAN

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EDUCATIONAL AND CULTURAL EXCHANGE DIVISION
UNESCO AND INTERNATIONAL AFFAIRS DEPARTMENT
SCIENCE AND INTERNATIONAL AFFAIRS BUREAU
MINISTRY OF EDUCATION, SCIENCE AND CULTURE
GOVERNMENT OF JAPAN

1983

COURSE OF STUDY
FOR ELEMENTARY SCHOOLS
IN JAPAN

(Notification No. 155 of Ministry of Education, Science and Culture)

EDUCATIONAL AND CULTURAL EXCHANGE DIVISION
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PREFACE

The present Course of Study for Elementary Schools was officially announced on 23 July, 1977 (Notification No.155 of the Ministry of Education, Science and Culture) and was put into effect on 1 April, 1980.

It is hoped that the English version of the Course of Study for Elementary Schools will serve to introduce abroad the contents of elementary education in Japan. The translation has been prepared by the National Institute for Educational Research.

Educational and Cultural Exchange Division
Unesco and International Affairs Department
Science and International Affairs Bureau
Ministry of Education, Science and Culture

February, 1983

Course of Study for Elementary Schools

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CHAPTER 1 GENERAL PROVISIONS

1. Each school should formulate a proper curriculum in compliance with the provisions of the laws and regulations concerned and those indicated in this Chapter hereinafter, in order to accomplish the educational aim of well-balanced development of individual pupils as human beings, with full consideration for the actual conditions of the school and its locality, and for the pupils' level of mental and physical development and their individual characteristics.

2. It should be a basic principle that moral education in the school should be provided throughout all the educational activities of the school. Therefore, proper instruction for moral development should be given not only in the hours for Moral Education, but also in the hours for each Subject and Special Activities, in conformity with their respective characteristics.

In carrying out moral education at school, due consideration should be given to establishing closer human relationships between teachers and pupils and among pupils themselves, and to guiding thoroughly the practice of moral codes in the basic behaviour of everyday life in co-operation with the home and the local community concerned.

3. For physical education in school, proper guidance should be given through all the educational activities of the school. In particular, for the improvement of physical strength and for the maintenance and promotion of good health and safety, adequate guidance should be given not only in the hours of Physical Education but also in the hours for Special Activities and other educational activities. At the same time, the practice of appropriate physical exercises in daily life should be encouraged through such guidance.

4. All the items listed under the Contents prescribed in the following chapters concerning each Subject, Moral Education and Special Activities should be dealt with in all schools except in special cases otherwise indicated.

If necessary, the school may add some other contents not indicated in the following chapters. In this case, however, the objectives of each Subject for each grade and the objectives and contents of Moral Education and Special Activities prescribed in this Course of Study should not be neglected, nor should the burden be too heavy upon the pupils.

5. The gradewise order of the instruction items for each Subject is not necessarily to be followed in such special cases as in classes which combine two or more grades, provided that the objectives of each Subject can be achieved.

6. The following points should be considered for the school hours:

(1) The annual teaching programme should be made to cover more than thirty-five school weeks (thirty-four weeks for Grade 1) for each Subject, Moral Education and Special Activities (only those related to the activities of classroom assembly, activities of clubs and classroom guidance excluding school lunch programme; this is also applied to (2) below.) The total school hours per week should not be a burden to the pupils. Furthermore, the daily hours for the school lunch, recesses, etc. should be properly determined at each school.

(2) A unit school hour of class for each Subject, Moral Education and Special Activities should be fixed at 45 minutes as a rule, but it may be determined at each school depending on the actual conditions of the school and the pupils.

(3) For the activities of the pupil's association and school events among Special Activities, the proper number of school hours should be allocated by month, school term or year, according to the nature of the activities.

7. In each school, a concrete and harmonious teaching programme should be worked out creatively and imaginatively by taking the following items into consideration:

(1) Developmental and systematic instruction should be provided by interlinking the programme of each Subject, Moral Education and Special Activities.

For the lower grades an integrated approach should be well considered.

(2) The order of items of the Contents listed under each grade for each Subject indicated in Chapter 2 is not necessarily the order to be followed, except in the cases specifically mentioned. Therefore, each school should provide effective instruction, devising appropriate means for the synthesis of teaching items, their order of presentation, and determining the emphasis to be placed.

8. In addition, the following items should be taken into consideration:

(1) Efforts should be made to improve the language environment in school life so that the pupils perform their language activities properly.

(2) Well-planned utilization of the school library and teach-

ing materials and aids, including audio-visual materials, should be made.

(3) Proper guidance should be provided to slow-learners and mentally and physically handicapped pupils in accordance with actual conditions.

(4) The results of teaching should be continuously evaluated and efforts should be made to improve instruction.

CHAPTER 2 SUBJECTS

Section 1 Japanese Language

I. OVERALL OBJECTIVES

To develop the ability to accurately understand and express the Japanese language, to deepen the interest in the Japanese language, to develop the sense of language, and to cultivate an attitude of respect for the Japanese language.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To enable pupils to write brief sentences on and to talk about what they have experienced and other things familiar to them, and to help them develop an attitude of willingness to express what they think about.

(2) To help pupils acquire the ability to read with comprehension what is written and to listen to what is told, and to guide them to develop an attitude of willingness to enjoy reading.

2. Contents

Linguistic Items

1) To give instruction on the following linguistic items through the activities of A. and B. below in order to develop the basic ability of expression and understanding in the Japanese language.

a. To speak clearly without using infantile pronunciation.

b. To pay attention to posture and mouth for clear pronunciation.

c. To read and write *Hiragana*.

d. To read and write most of *Katakana*.

e. To read about 70 Chinese characters which are allocated to Grade 1 in the "List of Chinese Characters Classified by Grade" and to write most of them.

f. To use Chinese characters properly in a written sentence.

g. To be able to indicate the sounds such as long-sound *(chō-on)*, contracted-sound *(yō-on)*, short-stressed-sound *(soku-on)* and splash-sound *(hatsu-on)*, and to write correctly in a sentence these auxiliary suffices of *"ha"*, *"he"*, *"o"*.

h. To pay attention to the use of comma and period.

i. To pay attention to the use of square brackets「 」.

j. To have interest in the phrases necessary for expression and understanding.

k. To have interest in the meaning of phrases and its usage.

l. To pay attention to the letters and phrases which are difficult to read and understand.

m. To read and write, paying attention to the correspondence between subject and predicate.

n. To become familiar with the sentence of honorific style.

o. To speak, paying attention to the two different styles of expression: polite and ordinary.

2) To give instruction on the following for copying characters.

a. To write carefully a character, paying attention to its shape and following the orthodox order of writing.

b. To write a character correctly, paying attention to the prescribed form.

A. Expression

1) To give instruction on the following in order to develop the ability of expression in the Japanese langauge.

a. To think about or find out what is to be written in sentences.

b. To write about what has been experienced or what has been heard about, following the sequence of events involved.

c. To compose a simple sentence by combining words or a brief passage by connecting sentences, while continuing to give consideration to the subject.

d. To develop the habit of re-reading the sentences and passages written by oneself and to be careful about mistakes made.

e. To express what is seen or what is heard as correctly as possible.

f. To speak about what has been experienced, following the sequence of events involved.

B. Understanding

1) To give instruction on the following in order to develop the ability of understanding in the Japanese language.

a. To read aloud with correct articulation.

b. To understand the essence of what is written.

c. To read, imaging the situation of a scene.

d. To grasp correctly the content of what has been told.

Second Grade

1. Objectives

(1) To enable pupils to write passages on and to talk about the events in sequence, and to develop an attitude to express correctly.

(2) To enable pupils to read passages and to listen to a story with the understanding of the passage of the events involved and changes in the situation, and to help them promote the willingness to read easy reading materials.

2. Contents

Linguistic Items

1) To give instruction on the following linguistic items through the activities of A. and B. below, in order to develop the basic ability of expression and understanding in the Japanese language.

a. To speak clearly with due attention to the pronunciation.

b. To pay attention to posture and mouth for clear pronunciation.

c. To read and write *Katakana* and to understand the pro-

per usage of *Katakana* in a sentence or passage.

d. To read about 220 Chinese characters which are allocated to Grades 1 and 2 in the "List of Chinese Characters Classified by Grade" and to write most of them.

e. To readily use, when writing sentences and passages those Chinese characters already learned.

f. To use correctly in a sentence the auxiliary suffices of "*ha*", "*he*", "*o*" and to pay attention to the use of *Kana*.

g. To write passages using period correctly with due attention to the use of comma .

h. To grasp how to use the square brackets' 」, and to use them correctly in passages.

i. To increase the number of letters and phrases required to express and understand.

j. To notice that there are phrases which have similar and opposite meanings or meanings in contrast.

k. To read and write sentences, paying attention to the correspondence between subject and predicate and to the relationship between modifier and the modified.

l. To read and write passages, paying attention to the continuation between sentences.

m. To notice functions and usages of demonstrative and conjunction in a sentence or passage.

n. To become used to the passage of honorific style.

o. To understand the difference in the usage between the polite and ordinary words.

2) To give instruction on the following for copying characters.

a. To write carefully a character, paying attention to its shape and following the orthodox order of writing.

b. To write a character correctly, paying attention to the border, intersection and direction of strokes.

A. Expression

1) To give instruction on the following in order to develop

the ability of expression in the Japanese language.

a. To select items necessary for the subject to write about.

b. To write and speak about the subject, putting its contents in sequence.

c. To compose a passage, paying attention to the linkage of sentences for reader's easy understanding of the subject.

d. To develop the habit of correcting mistakes made, through re-reading passages written by oneself.

e. To express what is seen or what is heard as correctly as possible.

f. To speak about what has been experienced, following the sequence of events involved.

B. Understanding

1) To give instruction on the following in order to develop the ability of understanding in the Japanese language.

a. To read aloud, considering the content of a passage to read.

b. To read or listen to a story, considering the chronological order of events involved, changes in the situation, and the sequence of the events.

c. To read, imaging the characters and the scenes involved.

d. To point out letters impossible to read, phrases hard to understand, and parts impossible to understand.

e. To try to grasp correctly the content, following the expressions made in a passage.

f. To grasp the content of a passage correctly, while listening to it.

Third Grade

1. Objectives

(1) To enable pupils to write a passage, or to tell a story, of simple composition on a certain item so that the main

point can be understood, and to develop an attitude to express in an easily understandable manner.

(2) To enable pupils to read a passage or to listen to a story with the right understanding of the main points of the content, and to develop an attitude to willingly read a wide variety of reading materials.

2. Contents

Linguistic Items

1) To give instruction on the following linguistic items through the activities of A. and B. below, in order to develop the basic ability of expression and understanding in the Japanese language.

a. To speak, while trying to correct the local dialect or personal wrong habits in pronunciation, if any.

b. To speak at proper speed and loudness, in accordance with a given situation.

c. To know about the kinds of words to be written in *Katakana* and to use them properly in a sentence or passage.

d. To read about 410 Chinese characters which are allocated to Grades 1 to 3 in the "List of Chinese Characters Classified by Grade" and to write most of them.

e. To use correctly those Chinese characters already learned in writing passages.

f. To write with due attention to *Okuri-gana* and to notice the conjugation.

g. To understand the function of the comma, and to write a passage using commas at necessary places.

h. To use properly the square brackets 「 」 and to understand how to use other important symbols, too.

i. To increase the number of letters and words required to express and understand.

j. To know the functions and relations of words in a passage and to notice that the words are classified by nature.

k. To read and write a sentence with clear understanding

of the relationship between subject and predicate and also of the relationship between modifier and the modified.

l. To read and write a passage with attention to the conjunctive relationship between the sentences.

m. To pay attention to the functions and usages of the demonstrative and the conjunction in a sentence or passage.

n. To write with due attention to the difference between the honorific and ordinary styles.

o. To use polite words in accordance with the person to talk or the given situation.

2) To give instruction on the following for copying characters.

a. To write letters correctly, following the orthodox order of writing.

b. To write letters in a right shape, paying attention to the formation of each letter.

c. To write letters carefully using a writing brush, paying attention to the strokes such as length of stroke, starting point, turning point, closing point, etc.

A. Expression

1) To give instruction on the following in order to develop the ability of expression in the Japanese language.

a. To select items necessary for writing a passage and to write it by arranging items in sequence.

b. To write, considering focus and pause of item to be expressed, and to speak, considering the point of story, in order to make the content easily understandable.

c. To write after thoroughly observing what is to be written.

d. To compose a passage, paying attention to the linkage of sentences for reader's easy understanding of the content.

e. To use words properly in a passage, in accordance with their meanings and functions.

f. To re-read passages written by oneself, and to correct mistakes made.

g. To express what is seen or what is heard as correctly as possible.

h. To try to find materials to be written from among what has been heard or read and to write.

i. To speak in sequence.

B. Understanding

1) To give instruction on the following in order to develop the ability of understanding in the Japanese language.

a. To read aloud using techniques to express the content of passage.

b. To understand the major points of a passage or story and to summarize them from one's own standpoint.

c. To state the impression on the content of a story that has been read, and to think from one's own standpoint about the behaviour of the personality in the story.

d. To discuss the content of a story that has been read, and to pay attention to the individual differences in ways of feeling and thinking.

e. To understand what seems important from one's own standpoint.

f. To read, imagining the sentiments of characters and scenes of situation involved.

g. To think about the meaning of words in the context of a story.

h. To develop the habit of grasping the content expressed in accordance with the expression given in a passage.

i. To write passages by arranging the content in order to understand the content and to utilize for one's own expression.

j. To notice the parts of good expression and to try to use them in one's own writing.

k. To grasp the content of a story correctly, while listening to it.

Fourth Grade

1. Objectives

(1) To enable pupils to write passages in consideration of the formation and mutual relationship of paragraphs so as to make the central point to be expressed clearly to speak in consideration of the sequence of the content and degree of importance, and to develop an attitude to express in arranging the content.

(2) To enable pupils to read correctly a sequence of passages, grasping the mutual relation between the major points of the paragraphs and their focal points, to listen to a story with the correct understanding of its central and other important points, and to increase the volume of their reading.

2. Contents

Linguistic Items

1) To give instruction on the following linguistic items through the activities of A. and B. below in order to develop the basic ability of expression and understanding in the Japanese language.

a. To speak correctly without using dialect or personal wrong habits in pronunciation.

b. To speak at proper speed and loudness in accordance with the purpose of speech.

c. To read about 610 Chinese characters which are allocated to Grades 1 to 4 in the "List of Chinese Characters Classified by Grade" and to write most of them.

d. To use correctly those Chinese characters already learned in writing passages.

e. To write with due attention to *Okuri-gana*, and to be aware of the conjugation.

f. To use properly punctuation marks, and to write starting on a new line such portions as the beginning of a new paragraph and conversation.

g. To increase the number of words necessary for expression and understanding.

h. To understand how to compose words.

i. To understand how to consult a dictionary for investigation about letters and words which are needed for expression and understanding.

j. To deepen the understanding of the roles played by words in passages and their conjunctive relationship, and to know the characteristics of classified words.

k. To obtain elementary understanding of sentence structure.

l. To understand the elementary method of constructing a passage by understanding the conjunction relation between sentences and the mutual relation between paragraphs.

m. To use properly demonstrative and conjunction, considering the relationship of meanings between sentences.

n. To understand the difference between the honorific and ordinary styles of passage.

o. To use polite words properly whenever necessary.

p. To understand the difference between the standard language and dialects, and to speak in standard language whenever necessary.

q. To read Roman letters to indicate simple words used in daily life, and to write in Roman letters.

2) To give instruction on the following for copying characters.

a. To write letters in a right shape, paying attention to the formation of each letter.

b. To write letters so as to make them easily read, paying attention to their size and layout.

c. To write letters correctly, using a writing brush, paying attention to the border, intersection and direction of strokes.

A. Expression

1) To give instruction on the following in order to develop the ability of expression in the Japanese language.

a. To write passages after making one's ideas clear or putting them in order.

b. To develop a habit to decide what to write before writing.

c. To write in such a way as to make the central point of what is to be written clear, and to speak in such a way as to make the central point of the content easily understandable.

d. To write matters in passage objectively.

e. To write in proper consideration of the structure of paragraphs and the linkage of paragraphs for reader's easy understanding of the content.

f. To write sentences, paying attention to usage of words.

g. To re-read what has been written by oneself, to correct any mistakes made, and to polish up as best as possible.

h. To write passages drawing subject-matter from what is read or what is heard.

i. To speak in logical sequence.

B. Understanding

1) To give instruction on the following in order to develop the ability of understanding in Japanese language.

a. To read aloud so as to make the listeners understand clearly the meaning of the items involved, the scenes and the changes of the feeling of characters in the story.

b. To extract and describe the essence of a passage or of a story.

c. To understand the individual differences in understanding by making a comparison of impression on the content of what has been read or what has been heard about.

d. To summarize the important items involved in the light of the objectives of the reading, and to read stories paying attention to the details of its parts, if necessary.

e. To imagine the situation and the scene according to the description.

f. To understand the meaning of words in the context of a story.

g. To read and understand correctly the content expressed according to the expression given in a paragraph.

h. To copy exemplary sentences and to use such ways of expression in one's own writing.

i. To read sentences, summarizing their content by paragraph, in order to understand them more correctly and more deeply, and to think about the relationships between paragraphs as well as between paragraph and whole passage.

j. To read passages, while recognizing the differences in expression among the central and other matters of the content, and to utilize the understanding in one's own writing.

k. To grasp the content correctly, while listening to it.

Fifth Grade

1. Objectives

(1) To enable pupils to write passages in consideration of the structure of the whole sentences and to talk about a story logically, so as to express their central theme and main points clearly, and to develop an attitude to express, keeping in view the other parts and the situation of a scene involved.

(2) To enable pupils to read passages and to listen to a story while understanding their central theme and major points, and to increase pupils' knowledge and enrich their sentiments through reading.

2. Contents

Linguistic Items

1) To provide instruction on the following linguistic items through the activities of A. and B. below in order to develop the basic ability of expression and understanding in the Japanese language.

a. To speak with correct pronunciation.

b. To speak, paying attention to the intonation and accent.

c. To read about 800 Chinese characters which are allocated to Grades 1 to 5 in the "List of Chinese Characters Classified by Grade" and to write most of them.

d. To understand the function played by Chinese characters in a passage and to use them properly in a passage.

e. To acquire elementary knowledge about the origin, characteristics and composition of Chinese characters.

f. To write a sentence correctly, paying attention to *Okuri-gana* and *Kana-zukai*.

g. To write passages by proper uses of punctuation marks and of new line.

h. To expand the scope of words necessary for expression and understanding.

i. To have interest in the word-feeling and sense of language in the use of words.

j. To become familiar with old literary expressions by reading easy passages in old literary style.

k. To understand the various functions played by words in terms of their usage in a passage.

l. To consult a dictionary for investigation about words which are needed for expression and understanding.

m. To understand the ways of correlating and contrasting words in a sentence, and to understand that there are many ways of composing a sentence.

n. To deepen the understanding of the conjunctive relation between sentences and the mutual relation of one paragraph to another in a sequence of sentences, and to deepen the understanding of the ways of passage composition.

o. To use properly the demonstrative and conjunctive words according to the relation of meanings between sentences.

p. To write distinctively in honorific and ordinary styles.

q. To use correctly honorific expressions which are frequently used in everyday life.

r. To speak in standard language whenever necessary.

2) To give instruction on the following for copying characters.

a. To assess the shape, size and layout of characters written, and to utilize this knowledge when copying characters.

b. To write letters correctly and orderly, using a writing brush, paying attention to the composition of letters.

A. Expression

1) To give instruction on the following in order to develop the ability of expression in the Japanese language.

a. To make one's own ideas clear by means of writing a passage.

b. To write passages about the necessary items arranged in accordance with the viewpoints and to utilize such ability in life and study.

c. To write a passage whose theme and substance are clear, and to speak in logical sequence.

d. To write passages, differentiating the facts from impressions and opinions.

e. To write passages distinctive in paragraph composition for reader's easy understanding of the content, and to write passages with logical sequence between paragraphs.

f. To write passages with due attention to the sentence structure and proper use of words.

g. To re-read a passage written by oneself, and to improve it in its way of description.

h. To write passages after selecting materials from what has been heard or read and making reference to the ways of description found in what has been read.

i. To read aloud in order to convey the content to other people.

j. To speak properly according to the purpose and intention.

B. Understanding

1) To give instruction on the following in order to develop the ability of understanding in Japanese language.

a. To summarize one's impression and opinion with accurate understanding of the theme and substance concerned.

b. To read passages, grasping the writer's ways of viewing, thinking and feeling.

c. To read passages for investigation of necessary matter or for collection of necessary information.

d. To understand correctly the meaning of words in the context of a story.

e. To read and understand the content, paying attention to the details of a sentence and passage in accordance with the expression.

f. To read, appreciating the part of description where the feeling of the character involved or the scene of a situation is expressed.

g. To listen to a story so as to re-structure its content from one's standpoint.

h. To deepen the understanding and appreciation of passages by means of copying exemplary sentences and to use the best points found in these sentences in one's own writing.

i. To understand the structure of whole passage in

order to understand properly the content and to utilize it in one's expression.

j. To listen to a story accurately, and to understand the speaker's way of thinking.

Sixth Grade

1. Objectives

(1) To enable pupils to write a passage or to tell a story suitable for the purpose and content of what is to be expressed, and to develop an attitude to express properly and effectively.

(2) To enable pupils to read passages in a proper way according to the purpose of reading, the style and form of sentences to be read, and to listen to a story effectively according to the purpose, and to develop a habit of selecting and reading appropriate reading materials.

2. Contents

Linguistic Items

1) To give instruction on the following linguistic items through the activities of A. and B. below in order to develop the basic ability of expression and understanding in the Japanese language.

a. To speak with correct pronunciation.

b. To speak, paying attention to the intonation and accent.

c. To read about 1,000 Chinese characters which are allocated to Grades 1 to 6 in the "List of Chinese Characters Classified by Grade" and to write most of them.

d. To deepen the understanding of the functions played by Chinese characters in modern passages which are in the form of mixing both Chinese characters and *Kana*, and to use properly those Chinese characters already learned.

e. To deepen the understanding of the origin and characteristics of *Kana* and Chinese characters.

f. To write a sentence, paying attention to *Okuri-gana*,

and to write in correct *Kana-zukai*

g. To deepen the understanding of the structure and changes in words.

h. To increase the number of and to expand the scope of words necessary for expression and understanding.

i. To deepen the interest in the word-feeling and the sense of language in the use of words.

j. To become familiar with old literary expressions by reading easy passages in old literary style.

k. To deepen the understanding of the functions played by particles and auxiliary verbs in a sentence.

l. To have an interest in the origin of words.

m. To acquire a habit of consulting a dictionary for investigation about words which are needed for expression and understanding.

n. To read passages, paying attention to the mutual relationship of words used for the purpose of contrast in the whole sentences.

o. To deepen the understanding of the structure of a sentence and passage.

p. To write distinctively in honorific and ordinary styles in accordance with the purpose of writing.

q. To become familiar with the usage of honorific expressions in everyday life.

r. To speak in standard language whenever necessary.

2) To give instruction on the following for copying characters.

a. To write a character, paying attention to its shape, size and layout.

b. To write letters properly using a writing brush, paying attention to the shape and size of letters.

A. Expression

1) To give instruction on the following in order to develop the ability of expression in the Japanese language.

a. To deepen one's *thinking by writing passages.*

b. To write passages in accordance with the purpose of writing without missing necessary matters, and to utilize such ability in life and study.

c. To clarify the reference points, and on the basis of these to state one's view and contention.

d. To write passages briefly or in detail according to the purpose of writing, keeping in view the structure of the whole passage.

e. To write passages differentiating the facts from impressions and opinions, in accordance with the purpose.

f. To utilize effectively sentence and passage composition, and usage of words according to the purpose.

g. To re-read a passage written by oneself, and to consider more effective ways of description.

h. To write passages, summarizing or elaborating the content of sentences and items.

i. To read aloud so as to enable the listener to appreciate the content of what is read.

j. To speak properly according to the purpose and intention.

B. Understanding

1) To give instruction on the following in order to develop the ability of understanding in the Japanese language.

a. To read in a way to compare the content of passages with one's life and opinions.

b. To read in a way to clarify one's assessment concerning the writer's viewpoint, ways of thinking and feeling.

c. To think how one's ways of feeling or thinking have changed as a result of reading a book or listening to a story.

d. To select appropriate books, and to consider more effective way of reading, according to the purpose.

e. To understand correctly the meaning of words in the context of a story.

f. To understand distinctively the objective description on facts and the impressions or opinions of the speaker or the writer.

g. To appreciate while reading portions of excellent depiction and description.

h. To write and speak, reconstructing the content of passage that has been already understood, according to the purpose.

i. To think the reasons that the writer has written briefly in some portions and in detail in others, in order to use such knowledge for writing one's own writing.

j. To think the ways that the writer has devised for describing the theme and substance of his writing, and to use such knowledge for one's own writing.

k. To listen to accurately a story, and to understand the speaker's thinking.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL SIX GRADES

1. In preparing the teaching programme, consideration should be given to the following items:

(1) Concerning the instruction on the items indicated in the Contents in each grade, appropriate language activities suitable for the developmental stage of the pupils in each grade should be selected and learning activities should be organized by combining these language activities.

(2) Concerning the items indicated in the Contents for each grade, consideration can be made, if necessary, to teach them in an elementary manner in the preceding grade or in an advanced manner in the following grade.

(3) Concerning A. and B. of the Contents for each grade, it should be considered to select appropriate topics or materials and to give instruction correlatively on the items indicated in A. and B. Also the abilities to express and understand should be developed in balance.

(4) Concerning the instruction on composition in A. of the Contents for each grade, emphasis should be placed on the development of the basic ability to make expression in passages as well as the improvement of the ability to think. Furthermore, approximately three-tenths of the total school hours allotted to the Subject of the Japanese Language should be spent for the composition works, and at the same time as many opportunities as possible should be provided for writing practice.

(5) Concerning the instruction on reading in B. of the Contents for each grade, it should be considered to encourage the pupils to perform reading activity positively in daily life, and at the same time, instruction should be provided in relation to instruction on reading in other Subjects as well as in the school library. Moreover, a variety of books for the pupils should be selected, without any inclination to particular kinds, for the development of desirable personality.

(6) Concerning the instruction on composition and copying characters, particular instruction on composition/calligraphy alone may be organized in accordance with the actual class conditions concerned and the effect of the instruction.

2. Instruction on linguistic items should be given as follows:

(1) Among items concerning language, as far as those on pronunciation, letters and grammar, as well as basic items for expression and understanding abilities are concerned, those requiring repeated practice and learning should be taken up separately.

(2) Instruction on copying characters with a writing brush should be provided from Grade 3 and above. Instruction should also be provided to develop the pupils' basic ability to copy with a hard pen and to write characters correctly and in right order. Moreover, the number of school hours allotted for the instruction on copying with a writing brush should be approximately 20 school hours per year for each grade.

(3) For instruction on Chinese characters, the shape of Chinse characters indicated in the "List of Chinese Characters Classified by Grade" should be regarded as the standard.

List of Chinese Characters Classified by Grade

GRADE 1	一 右 雨 円 王 音 下 火 花 学 気 九 休 金 空 月 犬 見 五 口 校 左 三 山 子 四 糸 字 耳 七 車 手 十 出 女 小 上 森 人 水 正 生 青 夕 石 赤 千 川 先 早 足 村 大 男 中 虫 町 天 田 土 二 日 入 年 白 八 百 文 木 本 名 目 立 力 林 六 (76 characters)
GRADE 2	引 雲 遠 何 科 夏 家 歌 画 回 会 海 絵 貝 外 間 顔 汽 記 帰 牛 魚 京 教 強 玉 近 形 計 元 原 戸 古 午 後 語 工 広 交 光 行 考 高 黄 合 谷 国 黒 今 才 作 算 止 市 思 紙 寺 自 時 室 社 弱 首 秋 春 書 少 場 色 食 心 新 親 図 数 西 声 星 晴 切 雪 船 前 組 走 草 多 太 体 台 池 地 知 竹 茶 昼 長 鳥 朝 通 弟 店 点 電 冬 刀 当 東 答 頭 同 道 読 南 馬 買 売 麦 半 番 父 風 分 聞 米 歩 母 方 北 毎 妹 明 鳴 毛 門 夜 野 友 用 曜 来 里 理 話 (145 characters)
GRADE 3	悪 安 暗 医 意 育 員 院 飲 運 泳 駅 園 横 屋 温 化 荷 界 開 階 角 活 寒 感 館 岸 岩 起 期 客 究 急 級 宮 球 去 橋 業 曲 局 銀 苦 具 君 兄 係 軽 血 決 県 研 言 庫 湖 公 向 幸 港 号 根 祭 細 仕 死 使 始 指 歯 詩 次 事 持 式 実 写 者 主 守 取 酒 受 州 拾 終 習 週 集 住 重 所 暑 助 昭 消 商 章 勝 乗 植 申 身 神 深 進 世 整 線 全 送 息 族 他 打 対 待 代 第 題 炭 短 談 注 柱 帳 調 直 追 丁 定 庭 鉄 転 都 度 投 島 湯 登 等 動 童 内 肉 農 波 配 畑 発 反 坂 板 皮 悲 美 鼻 氷 表 秒 病 品 負 部 服 福 物 平 返 勉 放 味 命 面 問 役 薬 由 油 有 遊 予 洋 葉 陽 様 落 流 旅 両 緑 礼 列 練 和 (195 characters)

GRADE 4

愛案衣以囲位委胃印英栄塩央億加貨課芽改械
害各覚完官漢管関観願希季紀喜旗器機説求救
給挙漁共協鏡競極区軍郡型景芸欠結建健験固
功候航康告差菜最材昨刷殺察参散産残士氏史
司姉試辞失借種周宿順初省唱照賞焼臣信真成
清勢静席積折節説浅戦選然争相倉想象速側統
卒孫帯隊達単談治置貯賜低底停的典伝徒努橋
堂働毒熱念敗倍傳飯飛費必筆票標不夫付府副
粉兵別辺変便包法望牧末満脈民約勇要養浴利
陸良料量輪類令冷例歴連練老労録(195 characters)

GRADE 5

圧易移因永営衛益液演往応恩仮果河過価賀快
解格確額刊幹慣鋭眼基寄規技義逆久旧居許境
興均禁句訓群経潔件券険検絹限現減故個護効
厚耕構講鉱混査再災妻採際在財罪雑酸賛支
示志師資似児識質舎謝授状修衆祝述術準序除
招承称証条状常情織職制性政精製税責績接設
舌絶銭善祖素総造像増則測属率損退貸態団断築
張提程敵適統銅導特得徳独任燃能破犯判版比
非肥備俵評貧布婦富武復複仏編弁保墓報豊防
貿暴未務無迷綿輸余預容準略留領(195 characters)

GRADE 6

異遺域壱宇羽映延沿可我灰街革拡閣割株干巻
看勧簡丸危机揮貴疑弓吸泣供胸郷勤筋系径敬
警劇穴兼高権源厳己呼誤后好孝皇紅降鋼刻殺
骨困砂座済裁策冊至私姿視詞誌磁射捨尺积若
需樹宗就従縦縮熟純処署諸将笑傷像城蒸針仁
垂推寸是聖誠宣専泉洗奏窓創層操蔵臓俗存
尊宅担探段暖値仲宙忠著庁兆頂潮賃痛展党討
糖届難弐乳認納脳派拝肺背俳班晩否批秘腹奮
陛閉片補宝訪亡忘棒枚幕密盟模欠訳郵優幼革
欲翌乱卵覧裏律臨朗論 (190 characters)

Section 2 Social Studies

I. OVERALL OBJECTIVES

To help pupils acquire a basic understanding of social life, to enhance an understanding of an affection for the land and history of our nation, and cultivate a fundamental awareness of being citizens in a democratic and peaceful nation and society.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To make pupils notice the functions of the work of the people and the facilities that are providing support for their life, and to cultivate in them an awareness of being members of society.

(2) To have pupils observe actually the social phenomena they experience in their daily life, and express effectively the results of such observation.

2. Contents

1) To notice the condition of the work of the teachers and other persons who are providing support for their school life.

2) To understand that the equipment and facilities of their school and the parks are owned jointly by the people.

3) To recognize the locations of their school and the roads to reach the school, and become aware of the functions of traffic safety facilities and of the work of people who maintain this safety.

4) To notice the work which is being done by the members of their family who are supporting family life, and become aware of the importance of water, electricity, gas, etc. used in their daily life.

5) To notice the changes that have taken place in the condition of family life as they grow up, and the devices in life to adapt to the seasonal changes of the year.

Second Grade

1. Objectives

(1) To have pupils recognize that those who are engaged in their jobs as their occupation make efforts in their jobs and that those jobs are necessary for their life.

(2) To have pupils actually observe jobs that people have as occupations, and effectively express the results of such observation.

2. Contents

1) To sort out jobs as occupations that are seen in their daily life. Also, to notice that retail store owners are devising various ways to facilitate purchasing by customers.

2) To notice that those who are engaged in growing agricultural products or cultivating and gathering fishery products are making efforts to devise means of utilizing natural conditions and to prevent disasters.

3) To notice that those who are working in factories are sharing their work and co-operating in processing raw materials and producing manufactured goods.

4) To notice that those who are working in the transportation facilities are endeavouring to maintain the safe transportation of passengers in addition to keeping departure and arrival schedules.

5) To notice that those who are engaged in the delivery of mails are endeavouring to have the mail delivered quickly and accurately.

Third Grade

1. Objectives

(1) To make pupils understand that the life of the people in the region is closely related with the natural environment, that there are regional characteristics in their production activities and consumer life, and that the condition of the people's life has changed historically, and to help pupils develop an awareness of being members of the community.

(2) To have pupils observe actually social phenomena in the community, and use effectively maps and other concrete

learning materials.

2. Contents

1) To understand, by studying the unique topography, the state of land utilization and the distribution of communities in the region around their own city (town or village), the relationship between the life of the people and their natural environment, to recognize the geographical position of their own city (town or village) within the prefecture, and to notice the topography of their prefecture.

2) To understand the important productive activities of their city (town or village) in terms of their relationship with the natural environment, utilization of the raw materials and resources, and the sale and transportation of products, and to think about the relations of their city (town or village) with other regions through productive activities.

3) To understand the functions of the business district of their city (town or village) in terms of the sales devices or co-operation, the state of the costomers' utilization, and the condition of the traffic, and to think about the relations of their city (town or village) with other regions through consumer life.

4) To understand, by selecting a region with different natural conditions compared to their city (town or village) from their prefecture, the condition of life in that region, and to think about the features of their city (town or village).

5) To understand with concrete examples the way in which the life of their city (town or village) has changed, and to have an interest in the cultural treasures and events in the community.

Fourth Grade

1. Objectives

(1) To have pupils understand that co-operative and planned activities designed to promote the safety and betterment of the people's life are being carried out in the community, that such efforts were made by their predecessors in the past, and to help pupils develop an attitude of seeking to enhance the development of the community.

(2) To make pupils understand that people are making their

livings by adapting themselves to the natural environment, by taking up the regions in the country with their distinctive features in terms of the natural conditions, and to help pupils develop an attitude of thinking about the life of the community from a broad perspective.

(3) To have pupils observe actually the social phenomena in the community and to help pupils make effective use of concrete learning materials with due consideration to their characteristics.

2. Contents

1) To understand that, in order to maintain the healthy and safe life of the people, co-operative systems among people in the community and between the regional communities are necessary.

a. To understand that the measures and works concerning the acquisition of drinking water, irrigation water, electricity, gas, etc. and the disposition of waste materials are being carried out with full consideration of the desires of the people, and that the facilities related to these works are contributing to the welfare of the people living in a wide area.

b. To understand that, in order to protect the people's safety from such disasters as fire, storm and flood, etc. the agencies concerned are taking measures by keeping close contact among themselves, and that these agencies are taking action immediately when disaster occurs.

2) To understand that, in order to improve the people's life, work is being carried out in a planned way by the city (town or village) or the prefecture, and to understand the work done by their predecessors in developing the region.

a. To notice that systematic efforts are being made by the city (town or village) or the prefecture, through the study on the processes to establish public facilities such as citizens public halls, parks, etc. in the region, and to think about the relationship between these public facilities and the people's life.

b. Through the learning of concrete examples of regional development and preservation work carried out by their predecessors, to understand the efforts made by those predecessors in terms of the people's life in those days or the skills they used as well as the condition

of the land at that time.

3) Through learning about the different regions in the country from the point of view of climatic or topographical conditions, to understand the conditions of the people's living, and to have interest in the way in which people are making a living in various regions by adapting themselves to the natural environment.

Fifth Grade

1. Objectives

(1) To have pupils understand the features of food manufacturing and industrial production in our nation and the relationship between these productive activities and national life.

(2) To have pupils understand the features of the land as geographic environment, and to help pupils deepen their interest in the preservation of the environment and effective use of resources.

(3) To enable pupils to make effective use of the basic learning materials on the natural environment of the land and social phenomena.

2. Contents

1) To know the present state of agriculture and fishery of our nation, to understand the fact that the people who are engaged in these industries are devising ways to increase their production, and to think about the significance of the food production which supports the people's life.

a. To understand the main products, their regional distribution, features of land use, etc. of our agriculture, and to understand, through the learning of concrete examples in agricultural regions, people's efforts for technical innovation and management improvement with full utilization of natural conditions and the importance of agricultural production for ensuring the food for the people.

b. To understand the features of fishing grounds of our fishing industry and to understand, through the learning of concrete examples in fishery regions, people's efforts to preserve fishing grounds and to improve fishing techniques, and the importance of the conservation and development of fishing resources for the dietary life of the people.

2) To know about the manufacturing industry of our nation, to understand that those who are engaged in the manufacturing industry are devising ways to increase production while seeking effective use of resources, and to think about the significance of industrial production which supports the people's life.

a. To understand the features of regional distribution of the manufacturing industry of our nation. In addition, to understand, through the learning of concrete examples of industrially active regions, that by utilizing the given conditions of land and transportation people are making efforts for technology development, effective use and storing of resources, that the production of industrial manufacturing is essential to people's life, and that it is very important to protect the health and living environment of people from various public nuisances.

b. To understand that people are engaged in production by making use of new materials and the conditions of land in the industry of traditional technology, and to think about the significance of the skills of those who produce and of their products.

3) To examine, using maps and other materials, the location of land, climate, topography, distribution of resources, and the outline and features of transportation networks, to understand that these are closely related to the land use within the country, population distribution, and natural disasters, and to deepen the understanding of the characteristics of the land as geographical environment.

Sixth Grade

1. Objectives

(1) To have pupils deepen their interest and understanding about the achievement of predecessors who contributed to the development of the nation and society and the important cultural heritages, and cultivate an attitude toward valuing the history and traditions of our nation.

(2) To make pupils understand the function of the political system which is important for the stability and betterment of the people's life of the present, notice the role of our nation in international society, and have them develop an awareness of the Japanese people in the world.

(3) To enable pupils to make effective use of basic learning

materials on the history of our nation and the people's life.

2. Contents

1) To notice that there are historical remains and other cultural properties in the neighbouring regions and the country, and to have an interest in the historical background of our life.

2) To notice that the history of one thousand and several hundred years leading to the modern period since the unification of the land by the *Yamato* Dynasty can be divided according to the central location of the government into the *Asuka*, *Nara*, *Heian*, *Kamakura*, *Muromachi*, *Edo*, etc. periods, and that it is also possible to divide our history into various periods according to the conditions of the society, and at the same time to understand major historical phenomena focussing attention upon the work of individuals and representative cultural heritages.

a. To understand the life of the people at the time of the beginning of fishing and farming and the manner in which the unification of the land was achieved, and to have an interest in the mythologies and legends which indicate the concepts regarding the formation of our nation.

b. To understand, through the works of individuals and cultural heritages , the absorption of the culture of the Asian continent, the establishment of the governmental organization by the Reform of *Taika* and the politics and culture in the capitals of *Nara* and *Heian*.

c. To understand, through the work of individuals and cultural heritages, the circumstances around which warriors came to exert influence through the battles between the *Genji* and *Heike* families, the administration of the *Kamakura* Shogunate, and the battles against Yuan's invasion, etc., the arrival of fire-arms and Christianity, and the national unification by *Oda* and *Touotomi*.

d. To understand, through the works of individuals and cultural heritages, the establishment of the *Edo* Shogunate, the policy of national seclusion, the rise of learning and culture, political reforms, and the development of industry and transportation.

e. To understand, through the work of individuals who made contributions to the modernization of our nation,

that since the opening of the country the national power of our country increased steadily through various reforms of the *Meiji* Restoration such as the abolition of clans and establishment of prefectures and the equality of people, the opening of the Diet, the Sino-Japanese and Russo-Japanese Wars and the amending of unequal treaties, and that the country has emerged as a democratic nation after the First and Second World Wars.

3) To understand concretely that the democracy of our nation is based upon the basic concepts embodied in the Constitution, and to realize the importance of co-operating with other countries of the world as Japanese who wish for peace.

a. To notice the effects of politics seen in the daily life of the people, and to understand that the foundation of politics is to maintain the stability of and enhance the standard of the people's life.

b. To understand, in connection with popular sovereignty, the meaning of parliamentary government by the representatives who are chosen by the people by election, and to understand that such important matters as the ideals of the nation, the position of the Emperor, the rights and duties of the people are stipulated in the Constitution and that these constitute the foundation of the nation and the people's life.

c. To understand through concrete examples that our nation is linked closely with other countries of the world through trade, to confirm, by using a globe, the location of the major countries, and to notice that in order to seek co-operation with other countries a sound international understanding is essential.

d. To notice the working of the United Nations which is making efforts to establish a peaceful international society and the important role that our nation is playing in the world.

3. Points for Special Consideration in Teaching

1) With regard to 2. Contents above, it should take note of not treating historical items exhaustively. With respect to the historical individuals and cultural heritages that are taken up in b., c., d. and e. above, it is necessary to select carefully those items which have content that will be understood concretely through the works of individuals and cultural heritages, giving importance to

the pupil's interest and concerns.

2) With regard to 3) of the Contents above, the teaching should be focussed around concrete examples found in the people's life that are easily understood by the pupils. In this case, it is necessary to take up, with regard to the rights and duties of the people indicated under b. such items as suffrage and the duty to pay taxes.

3) With regard to c. and d. under 3) of the Contents above, attention should be paid to refraining from giving too conceptual and abstract instruction. In dealing with these Contents, consideration should be given to developing in the pupils an interest in the national flags of our nation and other countries and an attitude of respect for them.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL SIX GRADES

1. Throughout instruction of the lower grades, attention should be paid to guiding pupils to become interested in the social life close to them such as school and family, observing concretely the work of people and the environment, carrying out learning activities that enable pupils to express themselves effectively, cultivating the foundations for deepening their understanding about social life, and special attention in teaching should be paid to such related and various activities as language, nature, plastic arts, etc.

2. In preparing the teaching programmes for Grades 4 and 5, it is desirable to take up 3) of the Contents after taking up 1) and 2) of the Contents for each grade, in order to advance the learning of the preceding year and achieve the objectives of relevant grades effectively.

Section 3 Arithmetic

I. OVERALL OBJECTIVES

To have pupils acquire the fundamental knowledge and skills regarding numbers, quantities and geometrical figures, and develop their ability and attitude toward dealing with those matters in daily life which demand logicality and rigorous thinking.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To help pupils understand the concept and notation of number by dealing with concrete object, and to help them use addition and subtraction in simple cases.

(2) To help pupils understand the basic concepts of quantity and measurement by dealing with concrete objects.

(3) To help pupils enrich their experiences for understanding the basic concepts of geometrical figures and space through concrete manipulations.

2. Contents

A. Numbers and Calculation

1) To enable pupils to express correctly the number and order of objects using numbers, and through these activities, to help them understand the concept of number.

a. To compare the numbers of objects by an operation such as correspondence.

b. To count or express correctly the number and order of objects.

c. To know the size and order of numbers, to make a sequence of them and to express them on a number line.

d. To consider a number in relation to other numbers by taking the sum or difference of them.

e. To know the meaning of a place value in 2-digit numbers.

2) To get pupils to understand addition and subtraction of numbers, and to enable them to use these calculations.

a. To know the cases in which addition and subtraction are applied.

b. To develop the skill of addition of 1-digit numbers, and the skill of subtraction as its inverse operation.

c. To know that addition and subtraction are applied, in simple cases, to 2-digit numbers as well as to 1-digit numbers.

3) To enable pupils to classify and express concrete objects by counting them efficiently, dividing them into equal parts, etc.

B. Quantities and Measurement

1) To help pupils understand the basic concepts of length, area and volume, and their measurement through such activities as comparing their sizes.

2) To enable pupils to represent time in simple cases.

C. Geometrical Figures

1) To help pupils enrich their experiences for understanding the basic concepts of geometrical figures and space through such manipulative activities as observing the shapes of concrete objects and constructing them.

a. To recognize the shapes of objects, and to grasp the features of them.

b. To construct various shapes and divide them into more basic shapes.

c. To pay attention gradually to the operations needed for the consideration of geometrical figures.

d. To express the position of an object by the correct use of such words concerning directions and positions as "before and behind", "right and left" or "top and bottom".

Terms and Symbols

the number of units, the number of tens, +, -, = .

3. Points for Special Consideration in Teaching

1) As for the Contents A. and B., it is necessary to guide

pupils to think in developmental ways by looking from different view points in their manipulative activities.

2) As for the Contents C., it is necessary to attach importance to the process of abstracting the concept of figures from concrete objects, and to help pupils have an interest and a familiarity with figures.

Second Grade

1. Objectives

(1) To help pupils deepen their understanding of the concept of number and the notation. Furthermore, to help them understand the cases in which such calculations as addition, subtraction and multiplication are applied, and to enable them to perform basic calculations.

(2) To help pupils understand gradually the meaning of quantities such as length and volume, and their measurement, and to enable them to measure length and volume.

(3) To help pupils understand gradually the concepts of fundamental geometrical figures and space.

2. Contents

A. Numbers and Calculation

1) To help pupils understand the concept of number and how numbers are represented, and to help them develop their abilities to use numbers.

a. To count objects by re-arranging them into groups of the same size or by classifying them.

b. To classify and arrange simple matters and express them by using numbers.

c. To know the way to represent number by the decimal numeration system, and the size and order of numbers up to 4-digit numbers.

2) To help pupils deepen their understanding of addition and subtraction, and develop their abilities to use them.

a. To know the mutual relation between addition and subtraction.

b. To know that addition and subtraction of 2- or 3-digit numbers are accomplished using the basic

operations for 1-digit numbers, and to be able to write these calculations.

c. To know the properties of addition and subtraction and to use them for the purposes of devising algorism or checking their results.

3) To help pupils know the meaning of multiplication, and to enable them to use it.

a. To know the cases in which multiplication is applied.

b. To know the properties of multiplication (the way of increase in the product when the multiplier increases by one, and the commutative law, etc.) and to use them.

c. To know the multiplication table and to be able to multiply 1-digit numbers correctly.

4) To enable pupils to represent simply the affairs and the relations of quantities by using such algebraic expressions as the symbols of equality or inequality, and to read them.

B. Quantities and Measurement

1) To help pupils understand gradually the concepts of length, area and volume, and to enable them to measure these quantities in simple cases.

a. To know the meaning of unit and measurement of length and volume.

b. To know the units of length (millimeter (mm), centimeter (cm) and meter (m)).

c. To know the units of volume (deciliter (dl) and liter (l)).

2) To help pupils gradually understand the concepts of time and hour, and to enable them to use the concepts.

a. To know day, hour, minute and their mutual relations.

C. Geometrical Figures

1) To enable pupils to examine the shapes or the positions of concrete objects, thereby gradually developing their understanding of the concepts of fundamental geometrical figures.

a. To know the elements (faces, sides and vertices) composing the geometrical figures and to pay attention to them through experiences in observing and making the objects which have the shape of box.

b. To know the fundamental geometrical figures such as squares, rectangles and right-angled triangles.

c. To know triangles and quadrilaterals by paying attention to the elements composing the geometrical figures.

d. To represent the positions of objects which exist on a plane.

Terms and Symbols

units, straight line, right angle, $\times$, $>$, $<$

3. Points for Special Consideration in Teaching

1) In relation to the Contents A.-1), it is necessary for pupils to be able to represent simple affairs in the form of tables or graphs by arranging them and to read these tables or graphs.

2) As for the teaching of the Contents A.-2) and A.-4), it is permitted to use parentheses ( ) in necessary cases.

3) As for the Contents C.-1), it is necessary to help pupils advance their manipulative activities such as tessellation of a plane by congruent squares or rectangles.

Third Grade

1. Objectives

(1) To help pupils know that decimal fractions and fractions are used to represent the sizes of quantities. And to help them understand the meaning of multiplication and division of integers, thereby enabling them to perform basic calculation.

(2) To help pupils understand the concept of weight and time, and to enable them to measure the fundamental quantities.

(3) To help pupils understand the fundamental geometrical figures, thereby enabling them to recognize and use them.

(4) To help pupils gradually develop their abilities to represent or investigate the sizes of quantities and their quantitative relations by arranging the data or using algebraic expressions and graphs.

2. Contents

A. Numbers and Calculation

1) To help pupils deepen their understanding of integers and their notation.

a. To know the number of ten thousands.

b. To know the magnitudes of 10 times, 100 times, $\frac{1}{10}$ of a number and how to indicate them.

2) To help pupils further develop their abilities to use addition and subtraction of integers.

a. To use the properties of addition and subtraction in computation.

3) To help pupils deepen their understanding of multiplication, and develop their abilities of applying it.

a. To know the properties of multiplication (the variation in the product when the multiplier increases by one, commutative and associative laws, etc.), and to use them in computation, etc.

b. To know that in multiplication, when the multiplicant is a 2- or 3-digit number and the multiplier is a 1- or 2-digit number, it can be calculated using the multiplication table and the properties of operations. To know the column form of multiplication, and to be able to use it.

4) To help pupils know the meaning of division and use it.

a. To know the cases in which divisions are applied.

b. To understand the relationship between division and multiplication, or division and subtraction, and to use these relationships in deriving algebraic expressions, calculating and checking the results of computation. To know the meaning of the remainder in division.

c. To know the column form of division in which the divisor is a 1-digit number, and to be able to use it.

5) To help pupils understand decimal fractions and fractions in simple cases and use them.

a. To use the decimals or fractions to represent fractional parts. To know the notation of decimals and fractions.

b. To know that addition and subtraction are also applicable to decimals and fractions.

6) To help pupils know how numbers are to be set on the *Soroban* (Japanese abacus), and to enable them to use it in simple addition and subtraction.

a. To know how to set numbers on the *Soroban*.

b. To know how to add or subtract.

B. Quantities and Measurement

1) To help pupils gradually develop their understanding of the concept of weight, thereby enabling them to measure weight.

a. To know the meaning of unit and measurement of weight.

b. To know the unit of weight (gram (g) and kilogram (kg)).

2) To enable pupils to choose units of measurement and measuring instruments appropriately in accordance with the purposes such as measuring of length.

a. To estimate length or to represent it concisely by using appropriate units.

b. To know the unit of length (kilometer (km)).

3) To help pupils deepen their understanding of the concept of time, thereby enabling them to find time and hour which are required in simple cases.

C. Geometrical Figures

1) To help pupils understand the fundamental geometrical figures, thereby enabling them to draw and use such figures.

a. To know isosceles, equilateral triangles, etc.

b. To know angles in relation to the fundamental geometrical figures.

c. To know the center and radium, etc. of a circle.

Furthermore, to know the diameter, etc. of a sphere in relation to the circle.

D. Quantiative Relations

1) To help pupils gradually develop their ability to represent quantitative relations by algebraic expressions and to read those expressions.

a. To represent a quantitative relation in a formula.

b. To represent variable quantities using a frame word □ and to examine the values placed in it.

2) To enable pupils to represent data in simple tables or graphs and to read them.

a. To classify and arrange data from the simple view points such as day, time and place, and to represent them in a table.

b. To know how to read and how to draw bar-graphs.

Terms and Symbols

integer, number line, decimal point, place of $\frac{1}{10}$ (tenth), numerator, denominator, second, sign of equality, sign of inequality, $\div$

3. Points for Special Consideration in Teaching

1) As for the A.-2), A.-3) and A.-4), it is necessary for pupils to practise mental calculation to the following level:

a. Addition of 2-digit numbers, and subtraction as the inverse operation.

b. Multiplication of 2-digit number and 1-digit number, and division as the inverse operation.

2) For the understanding of the fundamental geometrical figures under the Contents C.-1), it is necessary to make pupils draw and check the figures with a ruler and compasses, etc.

3) As for the Contents D.-2), it is necessary to make pupils gradually read even such graphs as having minimum scales corresponding to 2, 5 or 20, 50, etc.

Fourth Grade

1. Objectives

(1) To help pupils understand integers and decimal fractions as decimal numbers, and at the same time, know the meaning of round numbers and understand how to use them. Furthermore, to enable them not only to put the four rules of arithmetic concerning integers into practice, but also to use addition and subtraction of decimals and fractions.

(2) To help pupils understand the concept of area, thereby enabling them to measure the magnitudes of simple geometrical figures and to measure the size of an angle.

(3) To help pupils know the meanings of parallel, perpendicular, etc., deepen their understanding of the fundamental geometrical plane figures, and understand the fundamental solid figures.

(4) To help pupils develop their abilities to represent or consider quantities and quantitative relations using algebraic expressions or graphs, and to enable them to find dependent relations in accordance with the purposes and to classify and arrange them.

2. Contents

A. Numbers and Calculation

1) To help pupils understand more thoroughly that integers are represented by the base 10 numeration system.

a. To know the units such as hundred million, trillion, etc. and to summarize the characteristics of the base 10 numeration system.

2) To help pupils understand the round number and be able to use it in accordance with the purposes.

a. To know the meaning of rounding to the nearest whole number.

3) To enable pupils to compute more accurately in the multiplication of integers.

4) To help pupils deepen their understanding of division of integers and develop their abilities to use it.

a. To know that division is possible even in the case of the divisor being a 2-digit number and to understand its algorism.

b. To summarize the following relation:

(dividend) = (divisor) × (quotient) + (remainder)

5) To help pupils deepen their understanding of the meaning of decimal fractions and develop their abilities to compute in decimals.

a. To know that the notation system of decimals is the same as in integers.

b. To be able to add and subtract in decimals.

c. To be able to perform multiplication and division in the cases where the multiplier and divisor are whole numbers (including the case where dividend and divisor are both integers but the quotient is a decimal).

6) To help pupils deepen their understanding of the meaning of fractions, thereby enabling them to perform calculation of fractions in simple cases.

a. To understand more thoroughly the representation of fractions and their meaning. Furthermore, in simple cases, to pay attention to the fact that there are equivalent fractions.

b. To be able to add and subtract in fractions with the same denominators.

7) To help pupils summarize the meaning and properties of the four fundamental rules of arithmetic and use them adequately for applying and checking the operation in concrete situations.

a. To summarize the cases in which the four rules are applied and the mutual relations among them.

b. To pay attention to the fact that computation is based on the commutative, associative and distributive laws.

B. Quantities and Measurement

1) To help pupils understand the concept of area, thereby enabling them to measure areas in simple cases.

a. To know the meanings of unit and measurement of area.

b. To know the units of area (square centimeter (cm^2), square meter (m^2) and square kilometer (km^2)).

c. To know how to measure areas of squares and rectangles.

2) To help pupils deepen their understanding of the concept of angle, thereby enabling them to measure the size of an angle.

a. To know degree (°), the unit for measuring angles.

b. To know the meanings of half-rotation, full-rotation, etc.

C. Geometrical Figures

1) To help pupils deepen their understanding of the fundamental plane figures.

a. To know parallelograms, trapezoids, rhombuses, etc.

b. To know the relations such as parallelism and perpendicularity of lines.

2) To help pupils understand fundamental solid figures, thereby enabling them to make a simple study of space.

a. To understand a cube and a rectangular parallelepiped.

b. To know the parallelism and perpendicularity of lines and planes in connection with the rectangular parallelepiped.

c. To know how to represent the position of an object in space.

D. Quantitative Relations

1) To help pupils gradually develop their abilities to represent and study the relations between the two quantities which vary in relation to each other.

a. To study the quantitative relations in simple cases by considering the corresponding quantities or by representing the ordered pairs of them in a table.

b. To represent how the quantities are varying in a broken-line graph and to read the features of its variation.

2) To help pupils develop their abilities to represent concisely the quantitative relations in algebraic expressions and to read those expressions.

a. To know the meanings of the expressions with some of the four rules of arithmetic and parentheses ( ),

and to compute them correctly.

b. To understand the idea of formula and to use it.

c. To represent variable quantities using frame words, □ , △ and to consider the values placed in them.

3) To help pupils develop their abilities to gather, classify and arrange data in accordance with the purposes and to consider their features.

a. To consider the cases which happen in regard to the two affairs.

b. To check up omissions and duplications in data.

c. To represent the data in bar-graphs or broken-line graphs, and to be able to interpret specific features and trends from these graphs.

Terms and Symbols

sum, difference, product, quotient, mixed fraction, proper fraction, improper fraction, parallel, perpendicular, diagonal line, plane.

3. Points for Special Consideration in Teaching

1) As for the Contents A.-3) and 4), in teaching calculation with the multiplier and divisor being 3-digit numbers, it is necessary to guide pupils to devise those algorisms, for themselves based on the algorism which are used in the case of the multiplier and divisor each being 2-digit numbers.

2) It is desirable to provide appropriate opportunities of teaching about addition and subtraction by *Soroban* (Japanese abacus).

3) In relation to the Contents C.-2), it should deal with the drawing of simple sketchmaps and development figures in case necessary.

Fifth Grade

1. Objectives

(1) To help pupils understand the meaning of multiplication and division of decimal fractions, and to help them develop their abilities to compute with decimals and fractions. Furthermore, to help them deepen their under-

standing of the concept of integers.

(2) To help pupils understand the concepts of volume and speed, and measured values, and to help them develop their abilities to measure the magnitudes of the fundamental geometrical figures.

(3) To help pupils know the meaning of congruence and develop their abilities to draw geometrical figures, and thereby enabling them to study fundamental geometrical figures.

(4) To help pupils develop their abilities to represent the algebraic expressions concisely using letters, and to study the quantitative relations expressed by them. Furthermore, to help them develop their abilities to study statistical data by using percentage and circle graphs.

2. Contents

A. Numbers and Calculation

1) To help pupils deepen their understanding of integers.

a. To know that, if a viewpoint is fixed, integers are classified into some subsets such as odd numbers and even numbers.

b. To know the divisor and multiple in simple cases.

c. To know that the result of division of integers is always expressed as a single number using fractions.

2) To help pupils deepen their understanding that both integers and decimal fractions are identified as decimal numbers according to the notation, and to enable them to use this property efficiently in computation.

a. To make the multiples of a number multiplied by 10, 100, $\frac{1}{10}$ or $\frac{1}{100}$ by moving the decimal point.

3) To help pupils deepen their understanding of the meaning of multiplication and division in decimal fractions, thereby enabling them to apply such meaning.

a. To summarize the meaning of multiplication and division, including the cases in which the multiplier and divisor are decimal numbers.

b. To know how to perform multiplication and division of decimals.

c. To know that the same relations and rules for multiplication and division of integers are also applied to decimal numbers.

4) To help pupils deepen their understanding of the meaning of fractions, and develop their abilities to compute with fractions.

   a. To represent integers and decimals as fractions and to transform fractions into decimals.

   b. To know that the value of a fraction is not changed if both its numerator and denominator are multiplied or divided by the same number.

   c. To summarize methods for comparing fractions by size.

   d. To be able to perform addition and subtraction of fractions having different denominators.

   e. To be able to perform multiplication and division of fractions when the multipliers and divisors are integers.

5) To help pupils develop their abilities to use round numbers in estimating the size of a product or of a quotient, and in representing the results of computation in accordance with the purposes.

B. Quantities and Measurement

1) To help pupils understand that the areas of fundamental geometrical figures are numerically computed, and develop their abilities to measure areas.

   a. To know how to measure the areas of triangles, parallelograms, trapezoids, etc.

   b. To measure the area of a polygon by such method as dividing it into triangles.

   c. To know the area of a circle.

2) To help pupils understand the concept of volume, thereby enabling them to measure volumes in simple cases.

   a. To know the meaning of the unit and measurement of a volume.

   b. To know the units of volume (cubic centimeter (cm^3) and cubic meter (m^3)).

   c. To know how to measure the volume of a cube and a rectangular parallelepiped.

   d. To know the meaning of capacity.

3) To help pupils deepen their understanding of the estimation of the size of quantities by round measurement and the meaning of a measured value.

a. To roughly estimate length, area and volume.

b. To know the meaning of the mean (average) and to use it.

4) To help pupils know how to compare and express the ratio of two different quantities, and develop their abilities to apply this knowledge.

a. To use the ideas of "per unit".

b. To know the meaning of speed and the way of representing it. To be able to calculate speed.

C. Geometrical Figures

1) To help pupils more thoroughly understand the fundamental plane figures.

a. To understand congruence in geometrical figures and the correspondence of vertices, sides, angles, etc. in congruent figures.

b. To pay attention gradually to what elements determine the shape and the size of geometrical figures.

c. To investigate and construct geometrical figures by finding the simple properties of fundamental figures.

d. To know the meaning of the ratio of the circumference of a circle to its diameter. (To use 3.14 as the circular constant.)

e. To draw regular polygons on the basis of circles and to investigate their fundamental properties.

D. Quantitative Relations

1) To help pupils know the meaning of percentage, thereby enabling them to apply it.

2) To help pupils deepen their understanding of the way of looking at or investigating the quantitative relations represented by simple expressions through such means as paying attention to the correspondence between two quantities and their variation.

3) To enable pupils gradually to represent and read relationship and rules of quantities more concisely and generally.

a. To know that the relation expressed by a formula is applicable to various numbers such as integers and decimal fractions.

b. To know that the letters such as a, x, etc. are also used in place of frame words □ , △ or the words standing for quantities.

4) To enable pupils to classify and arrange data in accordance with given objectives, and to represent data using circle graphs and band graphs.

Terms and Symbols

Reduction, reduction to a common denominator, common divisor, common multiple, congruence, sector, central angle, %

3. Points for Special Consideration in Teaching

1) In relation to the Contents D.-1), it is necessary to refer to the meaning of *buai* (ratio in Japanese use).

2) As for the Contents D.-3), it is necessary to avoid too formal treatment of the expressions with algebraic letters.

3) As for the Contents D.-4), in drawing a circle graph, it is advisable, as a rule, to use graph paper divided into 10 or 100 equal parts.

Sixth Grade

1. Objectives

(1) To help pupils understand the meaning of multiplication and division of fractions and develop their abilities to use them. Furthermore, to help them deepen their understanding of numbers as a totality including integers, decimals and fractions.

(2) To help pupils summarize the system of units for measurement and develop their abilities to measure quantities efficiently.

(3) To help pupils study geometrical figures from a viewpoint of the symmetry and mutual relations, and to help them summarize and deepen their understanding of geometrical figures.

(4) To help pupils develop their abilities of functional thinking through an understanding of proportional relationships, and also develop their abilities of considering and representing data statistically, by investigating the distribution of the data, etc.

2. Contents

A. Numbers and Calculation

1) To help pupils understand the meaning of multiplication and division of fractions, thereby enabling them to use such knowledge.

a. To summarize the meaning of multiplication and division, including the case when the multiplier or the divisor is a fraction.

b. To know how to multiply fractions and divide by fractions.

c. To treat division as multiplication by the application of the idea of reciprocal.

d. To be able to do multiplication and division of integers and decimals respectively as calculation of fractions. Furthermore, to express calculation comprising multiplication and division as a form of fraction.

2) To help pupils deepen their understanding of numbers and calculation.

a. To investigate the mutual relations between integers, decimals and fractions.

b. To deepen the understanding that the equivalence and difference in size are determined in all numbers, and to more thoroughly understand the number line.

c. To investigate the potential of the four rules of arithmetic operations.

d. To know that numbers are used to represent the degree of probability of occurance of indefinite events.

B. Quantities and Measurement

1) To help pupils deepen their understanding of measurement and units of quantities, and develop their abilities in measurement.

a. To measure efficiently by using the proportional rela-

tionships, etc.

b. To understand the metric system and relations existing among its units and to use them effectively in measurement.

c. To know the following units.

are (a), hectare (ha), milliliter (ml), kiloliter (kl), milligram (mg), ton (t).

C. Geometrical Figures

1) To help pupils understand plane figures more thoroughly.

a. To know the meaning of axial and point symmetry and to study the fundamental figures from the viewpoint of symmetry.

b. To summarize the understanding of the shape and size of the figure, and to read and draw simple reduced or enlarged figures.

c. To investigate the mutual relations between the fundamental figures.

2) To help pupils know the fundamental prisms, circular cylinders, pyramids and circular cones, and to enable them to represent and construct those solids.

D. Quantitative Relations

1) To help pupils know the meaning of ratio, and to enable them to use it.

2) To help pupils develop more thoroughly their abilities to study relations of two quantities which vary in relation to each other.

a. To know the meaning of proportion (direct proportion) and inverse proportion. To know their features by using algebraic expressions and graphs in simple cases.

b. To know that there are many cases which are efficiently treated if attention is given to the proportional relation.

3) To help pupils further develop their abilities of statistically studying and representing data, for example, by investigating the distribution of data in simple cases.

a. To know a frequency table and graph.

b. To know that there are some cases in which the tendency of the population is estimated from the ratio gained from sample data.

c. To select suitable tables and graphs in accordance with the purposes and to make some useful ones.

4) To help pupils gradually develop their abilities to arrange in order and investigate the possible cases concerning simple affairs.

Terms and Symbols

reciprocal, axis of symmetry, center of symmetry, value of ratio, more than or equal to, less than, : .

3. Points for Special Consideration in Teaching

1) It is the aim in this grade to enable pupils to compute accurately the four rules of fractions, but it is necessary to pay more attention to the teaching of the fundamental cases and to avoid such complex cases as mixed fractions.

2) As for the Contents C.-2), it is necessary to pay attention to the following points:

a. With regard to prisms, circular cylinders, circular cones and pyramids, only right prisms, right circular cylinders, right circular cones and regular pyramids may be taught. Moreover, in making pyramids and circular cones, it should limit only to such cases as their development figures are easily drawn.

b. Concerning these solid figures, it should include reading and drawing of such figures as sketchmaps and of their elevations and plans in simple cases as occasion demands.

3) As for the Contents D.-2), it is necessary to make pupils gradually pay attention to continuous changes of quantities and their ranges in relation to the graphs of direct and inverse proportion.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL SIX GRADES

1. In the preparation of the teaching programme, it is necessary to pay attention to the following points:

(1) The Contents of each grade must, if necessary, continue

to be taught in the following grade.

(2) In order to ensure the mastery of the fundamental skills such as calculation and measurement, the chance to exercise these skills must be systematically provided.

(3) Contents under item D. from Grade 3 to Grade 6 are in many cases effectively used in considering or representing the Contents of other items, and so they must be included in teaching the Contents of other items as occasion demands.

2. Terms and symbols indicated under the Contents for each grade have the purpose of clarifying the extent and the range of the Contents dealt with in each grade, and so, in the teaching of such terms and symbols, it is necessary to relate them with the Contents of each grade.

3. In relation to the teaching of the skills of computation, it is allowed, if necessary, to use abacuses or calculators in Grade 5 and above, but in this case, it is necessary not to disturb the development of such abilities as rough estimation.

Section 4 Science

I. OVERALL OBJECTIVES

To develop the ability in and attitude toward making inquiries about nature through observations and experiments as well as to enhance their understanding of natural things and phenomena, thereby, nurturing a rich sensitivity to love nature.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To make pupils recognize conspicuous features of living things in their surroundings through such activities as searching for and taking care of them, and experience the pleasure of intimacy with them.

(2) To have pupils familiarize themselves with surrounding natural things and phenomena, recognize conspicuous features of them through observations and experiments, and experience the pleasure of contact with them.

2. Contents

1) To make pupils notice special features in terms of colour, shape, sap, etc. of the plant, while searching for different kinds of plants and performing various activities utilizing their leaves, flowers and fruits.

2) To have pupils notice that the water is essential for the growth of plants and that conspicuous changes are taken place in the growing process of plants through such activities as sowing seeds and planting bulbs.

3) To have pupils notice special features in terms of food, body forms and movement, etc. of the animal while searching for and raising different kinds of animals.

4) To make pupils notice the function of the wind, rubber, etc. while devising and operating movable toys.

5) To have pupils notice that there exist two types of materials; one is attracted by a magnet and the other is not, and know the functions of magnets while devising activities using magnets.

6) To make pupils notice that shadows caused in the sunny place are thrown in the same direction and that the

shape and density of the shadow vary according to materials intercepting the light while devising activities using shadows.

7) To have pupils notice that the condition of the ground varies with the weather while observing the sky and the surface of the ground on sunny and rainy days and devising activities using rain water, ice, etc.

8) To make pupils notice that the differences in the colour, shape and touch of stones while collecting various kinds of stones and devising activities using stones.

Second Grade

1. Objectives

(1) To make pupils notice the ways of living and growth of the living things, and experience the pleasure of intimacy with them while searching for and raising living things found in their surroundings.

(2) To have pupils become familiar with natural things and phenomena in their surroundings, notice their features and how they change by observing and ascertaining them, and experience the pleasure of association with nature.

2. Contents

1) To have pupils notice that the plants grow with their buds coming out first, that many seeds are produced after having flowers, and that they grow differently between the sunny or shady places, while sowing seeds and growing the plants.

2) To have pupils notice that there exist differences in terms of the food, living places, and movements of the animals, while searching for them in the grass field or in the water and raising them.

3) To have pupils notice how the substance and water change and also that the speed of solvency of a substance depends on the temperature of water, while solving a substance in the water, observing how it dissolves and devising the ways of solution.

4) To have pupils notice the existence of air around them, while confining air in a container and placing it into the water.

5) To have pupils notice that the toy moves in different

ways depending upon how heavy the weight is and where it is attached, while devising and operating toys which move by weights.

6) To have pupils notice how the wires should be connected to make the bulb light and there are materials with and without electrical conductivity while lighting a miniature bulb by connecting it with a battery with conductive wires and devising activities using them.

7) To make pupils notice that the things making a sound are vibrating and such things as a thread can transmit a sound while making a sound and transmitting it using various kinds of things.

8) To have pupils notice the differences in the warmth and drying of the ground and in the speed of warming up of water, and that the location of a shadow changes according to the movement of the sun while comparing the condition of the ground in sunny and shady places.

9) To make pupils notice the differences between sand and soil in their physical touch, their state of conglomeration, their infiltration of water, and their sinking speed in the water while devising activities using sand, soil and water.

Third Grade

1. Objectives

(1) To have pupils investigate the growth and activity of living things, understand the relationship between the growth and activities of living things and the climate of the seasons, and foster the attitude of loving and protecting living things while searching for and raising living things found in their surroundings.

(2) To make pupils examine phenomena caused by air, sunlight, magnets, etc., understand the properties and functions of these, and develop an interest in finding out the rules governing these phenomena.

(3) To have pupils examine the weather and changes in the temperature of soil, water and air, understand the features and changes of these, and develop an interest in these natural phenomena occurring in the surroundings.

2. Contents

A. Living Things and Their Environment

1) To make pupils understand that the growth of plants varies with the seasons through the observation of plants.

   a. Plants stretch their stalks and grow thick with leaves in the warm seasons, and some of the plants lose their leaves, wither the parts above the ground and pass the cold seasons as winter buds or rhizomes.

   b. Plants have periods suitable for their growth.

2) To make pupils understand the structure of a flower through the observation of the process of plants growth from budding through blooming to bearing fruit.

   a. A flower consists of calyx, petal, stamen, pistil, etc., and the root of the pistil swells out into the fruit.

   b. Some flowers have similar shapes and structures.

3) To make pupils understand the differences of activities of animals in the seasons through the observation of animals.

   a. Many insects gather around flowers and leaves in warm seasons.

   b. Many animals become active and lay eggs in warm seasons and few animals are active in cold seasons.

B. Matter and Energy

1) To make pupils understand that air has elasticity by examining the state of confined air when compressed.

   a. When air is compressed, the volume is reduced, but its resistance gets bigger and reduced air tends to restore its original volume. It is possible to move objects by using this phenomenon.

   b. Air can be compressed but water cannot.

2) To make pupils understand that the power of moving objects varies with the intensity of the wind by examining the revolving windmill.

   a. The revolution of a windmill depends on the intensity of the wind.

   b. The power of a windmill which moves objects can be

measured by the stretch of rubber bands or of spring or the weight of a weight.

3) To make pupils understand that sunlight can be converged by examining the states of a mirror or a magnifying glass when it is hit by sunlight.

   a. When the direction of a mirror changes, the direction of reflected light changes.

   b. When one place is lighted by using many mirrors, or sunlight is converged on one place with a magnifying glass, the luminosity and heat of the place increase.

   c. The luminosity and heat of the converged light varies with the size of the magnifying glass.

4) To make pupils understand the nature and functions of magnets while examining the polarity of magnets and making magnets.

   a. Different magnetic poles attract and the same poles repel each other.

   b. A magnet set in free motion comes to rest pointing in a north-south direction.

   c. If iron is rubbed with a magnet or iron is brought into contact with a magnet, the iron becomes a magnet.

C. The Earth and the Universe

1) To make pupils understand the changes in weather due to clouds, etc. by observing the sky, etc.

   a. The situation of clouds and wind changes even in a day or on different days.

2) To make pupils understand that the temperature of the soil, water and air depends on the ways of sunlight falls and there exists a seasonal difference through the examination of the temperature of these things.

   a. The temperatures of the soil and water are different in sunny and shady places.

   b. The temperatures of the soil and air are different between on sunny and cloudy days.

   c. The temperatures of the soil, water and air are different between summer and winter.

Fourth Grade

1. Objectives

(1) To make pupils understand that there are stages in growth, that life is a continuous process, and that the growth of living things has close connection with nutrition and sunlight, and foster the attitude of loving and protecting living things while observing continuously the process of growth by raising living things.

(2) To make pupils understand the properties and functions of the following, and develop an interest in finding out rules governing the following phenomena, while examining the dissolution of solids, the weight of objects, changes of state due to heat, and phenomena caused by electric current.

(3) To make pupils understand the funtions of running water, and the shape and movement of the sun and the moon, and develop an interest in these natural phenomena, while observing the flow of running water in a river or the movement of the sun and the moon.

2. Contents

A. Living Things and Their Environment

1) To make pupils understand the relationship between the plant growth, nutriments and sunlight by examining how nutriments are formed and used when plants grow.

a. Potatoes contain starch which is used as a nutriment for growth.

b. The harvest of new potatoes depends on the amount of sunlight.

c. Leaves of some plants produce starch if lighted by the sunlight.

2) To make pupils understand the structure of insects' body and metamorphosis in their life cycle by observing the process of growth and the activity of insects.

a. Some insects undergo four stages of growth; egg, larva, pupa and imago.

b. Some insects change their food and activities in the process of their growth.

c. Insects lay eggs and breed.

(6)

d. Insects have similar body structure regardless of species.

B. Matter and Energy

1) To have pupils understand that the dissolution of a substance varies with the water temperature by examining the state when a solid dissolves in the water.

a. When a substance dissolves in water, it spreads into the water.

b. If the water temperature is raised, the amount of soluble substances increases. If the temperature of the solution is lowered, some substances that were dissolved separate from the water again.

2) To make pupils understand the change of volume of air and water and the change of the state of water caused by different temperature while examining the states of air and water when heated or cooled.

a. The volumes of both air and water change with the temperature, and there exists the difference in their degree of change.

b. Water changes into steam or ice due to the change of the temperature.

3) To make pupils understand that the weight of objects can be measured by scales, etc. while constructing scales and examining their function.

a. If two of equal weight are hung up, keeping equal distance from the fulcrum, on both sides of horizontally balancing scale, the balance of the bar is kept.

b. The scale is balanced regardless of the length of strings by which weights are suspended, the position and the shape of weights on the scale plates.

c. When the balance is kept in an equilibrium, the weight of an object and a balance weight is equal.

d. The weight of an object can be measured by the stretch of a spring.

4) To make pupils understand that the differences in the brightness of a bulb, etc., depending on the number of batteries and on the ways of connection, while examining the brightness of a miniature bulb in the various types of

circuits using a miniature bulb and dry batteries, etc.

a. The brightness of a bulb varies with the type of connection such as in the cases when two bulbs are connected with one battery, and one bulb with two batteries, etc.

b. The current through conductive wires can be detected by the deflection of a magnetic compass needle.

c. The brightness changes if lighted longer, depending on the cases such as one miniature bulb is connected with one battery, and two bulbs are connected with one battery in a parallel circuit.

C. The Earth and the Universe

1) To have pupils, by observing the changes in appearances and positions of the sun and the moon in the sky, understand that the movements of these two in a day are similar.

a. Both the sun and the moon are round in shape, but the shape of the moon appears to change from day to day.

b. The sun and the moon are incessantly moving, rising in the east, orbiting in the south and setting in the west.

2) To have pupil understand the functions of running water while examining how rain water runs on the ground, and a state of the beds and banks of rivers.

a. The current of rain water and of a river washes out the ground, carries and piles up stones, mud, etc.

b. The state of a riverbed and a riverbank changes due to the speed and quantity of running water.

Fifth Grade

1. Objectives

(1) To have pupils understand that living things grow under the influence of their environment, and develop an attitude of respecting life, while examining the process of the growth and body structure of living things.

(2) To make pupils understand the properties of substances and the regularity in changes, and foster an attitude to

study them actively, while examining how a substance dissolves, how it burns, how the light moves, and how sound is transmitted.

(3) To make pupils, by observing the movement of the stars, understand the regularity of the movement, and foster an attitude of observing astronomical phenomena in terms of the lapse of time and the expanse of space.

2. Contents

A. Living Things and Their Environment

1) To make pupils understand that plants grow under the influence of their environment, while investigating the germination and the growth of plants.

a. A seed contains an embryo and stores up nutriment for the embryo to grow.

b. The germination of seeds is affected by the moisture, air, temperature, etc.

c. The growth of plants is influenced by sunlight, manure, etc.

d. The soil in which plants grow holds moisture, air, etc.

2) To have pupils understand the mechanism of the penetration of water, while examining the destination of water which is taken into the bodies of plants.

a. Water, etc. which are taken into through the roots penetrate as far as the stalks and leaves, etc.

b. Moisture transpires mainly from the leaves.

3) To have pupils, by observing the activities of fish and the process of hatching, understand that fish eats tiny living things in the water and that the changes in fish eggs occur under the influence of water temperature.

a. Eggs change their inside as days pass and after some time are hatched.

b. The changes in eggs are influenced by water temperature.

c. There are small living things in the water which are eaten by fish.

B. Matter and Energy

1) To have pupils, by measuring the quantities of a solid substance dissolving in water, understand the relationship between the concentration of the solution and its weight.

   a. Even if a substance dissolves in water, the weight of the substance does not change.

   b. Solutions with equal volume but with different concentration are different in weight.

   c. A given quantity of water can contain only a certain amount of a substance.

   d. If the water of a solution evaporates, the once-dissolved substance separates from the water.

2) To have pupils understand the function of air in combustion, while examining the change of air when a substance burns and the properties of air by producing oxygen and carbon dioxide.

   a. Air is essential for combustion.

   b. Substances burn more strongly in oxygen than in the air.

   c. Air contains oxygen.

   d. Oxygen is used and carbon dioxide is produced when plant substances are burned.

   e. Carbon dioxide is heavier than the air and turns limewater cloudy and white.

3) To have pupils, by examining the state of light hitting an object, understand the path of light.

   a. Light travels straight through a homogeneous substance.

   b. When light travels towards a substance of different quality, it is reflected and refracted at the surface.

   c. The point at which beams parallel to the axis of a convex lens come together after being bent is definite for each lens.

   d. The object which allows sunlight to penetrate it easily is hard to be warmed when exposed to it.

4) To have pupils understand how sound is produced and transmitted, while examining the transmission of the sound.

a. Sound travels and spreads out through such media as air or water, etc.

b. Sound is reflected by objects and the ways of reflection depend upon the quality of the objects.

c. The loudness of sound depends on the amplitude of the vibration of the object.

C. The Earth and the Universe

1) To have pupils, by observing the brightness and movement of the stars, understand that stars move along the fixed paths in the sky without changing their relative positions.

a. Stars have variety in their brightness and colour.

b. A group of stars changes its location in the sky as time passes, but the relative position of the individual stars does not change.

c. Stars close to the path of the sun move almost in the same way with the sun.

d. Stars around the North Star appear to revolve around it.

e. Stars move in the same direction and return almost to the same position after one day.

Sixth Grade

1. Objectives

(1) To make pupils, while examining the growth and reproduction of plants and the human body, understand that living things grow and are reproduced under the mutual influence from the other living things and the structure and functions of the human body, and develop an interest in interrelationship between living things and their environment, and foster an attitude of respecting life.

(2) To have pupils, while examining the properties of water solution, how substances are warmed or burned, the function of a lever, the function of an electromagnet, etc., understand the properties of substances and regularity

in their changes, and foster an attitude to investigate actively the unknown by applying such knowledge to the natural phenomena.

(3) To make pupils, by examining a state of strata, the movement of the sun, the change of temperature on the surface of the ground, understand the function of water and sunlight which influences the ground, and foster an attitude to observe natural phenomena in terms of the lapse of time and the expanse of space.

2. Contents

A. Living Things and Their Environment

1) To make pupils understand that plants grow by influencing each other while examining the places where plants grow thickly.

a. If some of the thickly-growing plants are removed, the growth of plants changes because of the change in the amount of sunlight, etc.

b. In the place where plants grow thickly, plants in the middle of and on the fringe of the place are different in their growth because of the difference in exposure to the sun or in temperature.

2) To make pupils, by examining the process of forming fruits from flowers, understand the relationship between pollination and fructification.

a. Pollen attaches itself to the stigma, and plants produce seeds.

b. Insects and wind participate in pollination.

3) To have pupils, by examining respiratory and digestive functions of the human body, understand outlines of the structure and function of the human body.

a. The human body is supported by bones, and man can move his body using muscles around the bones.

b. Pulse and breathing rates change when one exercises.

c. Man takes oxygen into his lungs and exhales carbon dioxide.

d. Food is ground by teeth, changed by saliva, carried through the digestive tube, and absorbed as nutriment

and discharged out of the body.

e. Blood circulates within the body by the function of the heart, and carries nutriment, oxygen, carbon dioxide, etc.

B. Matter and Energy

1) To make pupils understand the properties of the water solution while examining dissolved substance in water.

a. Some solutions contain dissolved gases.

b. There are three types of water solution--acid, alkali and neutral.

c. Some solutions dissolve metal.

2) To make pupils, by examining the state of a substance burnt with a flame, understand that a flame is produced when gas is burnt.

a. A flame has several parts in which there are differences in colour, brightness and temperature.

b. A flame is produced when a gas is burned.

c. If a piece of wood is strongly heated without ventilation, combustible gas, etc. are produced and charcoal is left as residue.

3) To have pupils understand how objects are heated while examining changes of substances when heated.

a. When metal is heated, the heat is conducted from the heated part to the other parts.

b. There are conductive and less conductive substances.

c. The transfer of heat in water and air takes place by currents in the fluids which are induced because heated fluid becomes less dense than cold fluid, then rises in temperature.

d. Substances, though their volume changes due to the temperature, do not change in their total weight.

4) To make pupils, by using a lever and examining the points where the force is applied and the magnitude of the force applied, understand the principles of a lever and some tools to which the principles of a lever are applied.

a. It is possible to move heavy objects with small force by making use of a lever.

b. The magnitude of force can be measured by the weight of an object or the stretch of a spring.

c. Even though the position of a weight is changed on a lever, the weight itself does not change at all. However, the function of tilting a lever changes.

d. A lever is balanced when the function of tilting a lever on both sides is equal.

e. Some tools, whose purpose is to change the direction of force or the magnitude of force, use the principles of a lever.

5) To have pupils, by making an electromagnet and examining magnetic force and magnetic poles, understand the function of the electromagnet.

a. A coil charged with electricity magnetizes an iron core.

b. When the direction of the current is changed, the magnetic poles are also changed.

c. The magnitude of an electromagnet depends upon the magnitude of the current and the number of coils in the winding, etc.

d. The magnitude of current can be measured by an ammeter.

C. <u>The Earth and the Universe</u>

1) To make pupils understand the reasons for the changes of atmospheric temperature in different seasons, while examining the altitude of the sun and the changes of atmospheric temperature in different seasons.

a. Atmospheric temperature depends on the temperature of the ground heated by the sun, and these two temperatures undergo similar changes.

b. The changes of atmospheric temperature in the seasons depend on the altitude of the sun and on the length of daytime.

2) To have pupils understand that some of strata formation are the results of the function of running water, etc.,

while examining the way of forming the strata of the earth and the composition of the strata.

a. Some parts of the land are stratified.

b. Strata are characterized by their state of layers, the thickness of the stratum and the substances contained in the stratum.

c. Strata have wide extent of the layers.

d. Underground water is related to the structure of the strata.

e. Strata are formed by the function of water, etc.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL SIX GRADES

1. For the teaching of lower graders, consideration should be paid to helping pupils grasp the characteristics of nature through such activities as observing, searching for, raising and producing various things in nature, and also to enhancing the effectiveness of teaching especially in relation to various activities concerning language, arithmetic and handicraft.

2. For the guidance of observations, experiments, cultivation of plants, raising of animals and production, attention should be paid to the prevention of accidents.

3. For the teaching about living things, weather, river, strata, etc., it is necessary to take pupils outside the school, to get close contact with the regional nature, and to help develop an interest in the preservation of nature.

Section 5 Music

I. OVERALL OBJECTIVES

To help pupils cultivate fundamental musicality through the activities in musical expression, encourage a love for music, and enrich the sentiment.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To help pupils develop sensitivity to musical beauty, and have an interest and concerns in music.

(2) To help pupils develop the ability for expression and appreciation with emphasis on the element of rhythm in both listening and performance.

(3) To help pupils develop an attitude and habit to make life bright and pleasant through musical experiences.

2. Contents

A. Expression

1) As regards the ability of expression, the following should be taught:

a. To sing following live or recorded model performances (vocal and instrumental).

b. To make body movement or to play instruments grasping the pulse of rhythmic phrase.

c. To express by grasping the mood of melody and by imagining the scenes expressed by text.

d. To sing while listening to the sound of one's own voice.

e. To become acquainted with the harmonica and percussion instruments, and to play simple rhythms and melodies.

f. To play rhythm-games, melody-games, and to express by devising rhythm and melody improvisationally.

g. To sing while listening to the accompaniment, and

to play instruments paying attention to the total ensemble in singing and instrumental performance.

2) Teaching materials should consist of the following:

a. Approximately 16 unison songs, including the three specified as common materials in c. below.

b. About three pieces for instrumental ensemble, in which a simple rhythm accompaniment on percussion instruments is added to the melody, to be chosen mainly from among songs already learned.

c. Common materials:

Umi . . . . . *Monbushō-shōka*

Hiraita, Hiraita . . . . . *Warabe-uta*

Hi no Maru . . . . . *Monbushō-shōka*

B. Appreciation

1) As regards the ability of appreciation, the following should be taught:

a. To listen to the music while humming the melody or following the rhythm with body movements.

b. To listen to the music with special attention to the characteristics of the rhythm, melody and tempo.

c. To listen to the music with special attention to the principal theme.

d. To listen to the music with special attention to the tone-colour of various instruments.

2) Teaching materials should consist of about six pieces selected from among the following, including the three listed as common materials in c. below:

a. Various types of vocal and instrumental music including dance music.

b. Vocal and instrumental music in various performance styles.

c. Common materials:

Gavotte *(Gossec)*

March of the Tin Soldiers *(Jessel)*

Waltzing Cat *(Anderson)*

Second Grade

1. Objectives

(1) To help pupils develop sensitivity to musical beauty, and have an interest and concerns in music.

(2) To help pupils develop the ability for expression and appreciation with emphasis on the element of rhythm in both listening and performance.

(3) To help pupils develop an attitude and habit to make life bright and pleasant through musical experiences.

2. Contents

A. Expression

1) As regards the ability of expression, the following should be taught:

a. To sing following live or recorded model performances (vocal and instrumental).

b. To make body movement or to play instruments, grasping the pulse of rhythmic phrases.

c. To express by grasping the mood of melody and by imagining the scenes expressed by text.

d. To sing paying attention to one's own voice and pronunciation.

e. To play the harmonica and percussion instruments, and to become acquainted with the organ.

f. To play simple rhythmic and melodic questions-and-answers, and to express by devising rhythm and melody improvisationally.

g. To sing while listening to the accompaniment. To play instruments paying attention to the total ensemble in singing and instrumental performance.

h. To express on the understanding of the following notes, rests and symbols:

2) Teaching materials should consist of the following:

a. Unison songs, rounds and simple two-part songs, totaling approximately 16 pieces including the three specified as common materials in c. below.

b. About three pieces for instrumental ensemble, in which a rhythm accompaniment on percussion instruments or a simple, second instrumental part is added to the melody, to be chosen mainly from among songs already learned.

c. Common materials:

Haru ga Kita . . . . . *Monbushō-shōka*

Yuyake, Koyake *(Shin Kusakawa,* Words by *Ukō Nakamura)*

Kakurenbo *(Kan'ichi Shimofusa)*

B. Appreciation

1) As regards the ability of appreciation, the following should be taught:

a. To listen to the music while humming the melody or following the rhythm with body movements.

b. To listen to the music with special attention to the characteristics of the rhythm, melody and tempo.

c. To listen to the music with special attention to the principal theme.

d. To listen to the music with special attention to the tone-colour of various instruments.

2) Teaching materials should consist of approximately six pices selected from among the following, including the three listed as common materials in c. below.

a. Various types of vocal and instrumental music including dance music.

b. Vocal and instrumental music in various performance styles.

c. Common materials:

Cuckoo Waltz *(Jonasson)*

Turkish March *(Beethoven)*

"Minuet" from Alcina *(Händel)*

Third Grade

1. Objectives

(1) To help pupils develop sensitivity to musical beauty and desire for musical activity.

(2) To help pupils develop the ability for expression and appreciation with emphasis on the element of melody in both listening and performance.

(3) To help pupils develop an attitude and habit to make life bright and pleasant through musical experiences.

2. Contents

A. Expression

1) As regards the ability of expression, the following should be taught:

a. To sing following live or recorded model performances (vocal and instrumental). To sing or play melodies in C. Major while reading scores.

b. To make body movement or to play instruments, grasping the pulse of rhythmic phrases.

c. To express by grasping the mood of melody and by understanding the content of text.

d. To sing paying attention to one's own voice and pronunciation.

e. To play the organ and percussion instruments, and to become acquainted with the recorder.

f. To express by devising short melody improvisationally in accordance with the spoken intonation of words.

g. To sing in chorus or to play in concert while paying attention to the overlap of sound.

h. To express on the understanding of the following notes and symbols:

 names of the lines and spaces on the staff as well as the leger lines and spaces above and below the staff.

2) Teaching materials should consist of the following:

a. Unison songs, rounds and simple two-part songs, totaling approximately 15 pieces including the three specified as common materials in c. below.

b. About three pieces for instrumental duet or ensemble performance, in which a simple second part or chordal accompaniment along with rhythm accompaniment of percussion is added to the melody, to be chosen mainly from among songs already learned.

c. Common materials:

Haru no Ogawa . . . . . *Monbushō-shōka*

Usagi . . . . . *Traditional Japanese Song*

Fujisan . . . . . *Monbushō-shōka*

B. Appreciation

1) As regards the ability of appreciation, the following should be taught:

a. To listen to the music while humming the melody or following the rhythm with body movements.

b. To listen to the music with special attention to the elements of music to characterize the individual compositions.

c. To listen to the music with special attention to the principal theme, its repetitions and variations.

d. To become familiar with the tone-colour of the violin, trumpet, flute and recorder.

2) Teaching materials should consist of approximately six pieces selected from among the following, including the three listed as common materials in c. below.

a. Various types of vocal and instrumental music including dance music.

b. Vocal and instrumental music, both solo and ensemble, in various performance styles.

c. Common materials:

Light Cavalry Overture *(Suppe)*

"Minuet" in G Major *(Beethoven)*

"Gavotte" from Orchestral Suite No.2 *(J. S. Bach)*

Fourth Grade

1. Objectives

(1) To help pupils develop sensitivity to musical beauty and desire for musical activity.

(2) To help pupils develop the ability for expression and appreciation with emphasis on the element of melody in both listening and performance.

(3) To help pupils develop an attitude and habit to make life bright and pleasant through musical experiences.

2. Contents

A. Expression

1) As regards the ability of expression, the following should be taught:

a. To sing following live or recorded model performances (vocal and instrumental). To sing or play melodies in C Major and A Minor while reading scores.

b. To make body movement, play rhythms on instruments, grasping the pulse of rhythmic phrases.

c. To express by grasping the mood of melody and by understanding the content of text.

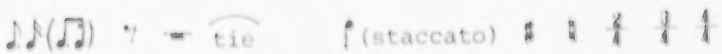
d. To sing in head-tone voice paying attention to the breathing.

e. To play melody and percussion instruments paying attention to the tune.

f. To express by devising short melody improvisationally in accordance with the spoken intonation of words.

g. To sing in chorus or to play in concert while paying attention to the overlap of sound.

h. To express on the understanding of the following notes, rests and symbols:



2) Teaching materials should consist of the following:

a. Unison songs, rounds and two-part songs, totaling approximately 15 pieces, including the three specified as common materials in c. below.

b. About three pieces for instrumental duet or ensemble performance, in which a simple second part or chordal accompaniment along with rhythm accompaniment of percussion is added to the melody, to be chosen mainly from among songs already learned.

c. Common materials:

Sakura, Sakura . . . . . *Traditional Japanese Song*

Momiji . . . . . *Monbushō-shōka*

Tonbi *(Tadashi Yanada,* Words by *Shigeru Kuzuhara)*

B. Appreciation

1) As regards the ability of appreciation, the following should be taught:

a. To listen to the music while humming the melody or following the rhythm with body movements.

b. To listen to the music with special attention to the elements of music to characterize the individual compositions.

c. To listen to the music with special attention to the principal theme, its repetitions and variations.

d. To become familiar with the tone-colour of the cello, horn, clarinet and oboe.

2) Teaching materials should consist of approximately six pieces selected from among the following, including the three specified as common materials in c. below.

a. Various types of vocal and instrumental music including march.

b. Vocal and instrumental music in various performance styles including wind instrument music.

c. Common materials:

The Swan *(Saint-Saëns)*

Horn Concerto No.1 in D Major K. 412,
the first movement *(Mozart)*

Gavotte *(Rameau)*

Fifth Grade

1. Objectives

(1) To help pupils develop sensitivity to musical beauty and desire in engaging in musical activity.

(2) To help pupils develop the ability for expression and appreciation with emphasis on the beauty of harmony through activities of chorus, concert and appreciation.

(3) To help pupils develop an attitude and habit to make life bright and pleasant through musical experiences.

2. Contents

A. Expression

1) As regards the ability of expression the following should be taught:

a. To sing following live or recorded model performances (vocal and instrumental). To sing or play melodies in F Major while reading scores.

b. To play or make body movement following changes in rhythm and tempo, grasping the pulse of rhythmic phrases.

c. To express by grasping the mood of melody and by understanding the content of text.

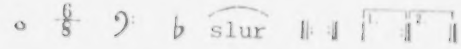
d. To sing in resonant head-tone voice paying attention to the breathing.

e. To play melody and percussion instruments paying attention to the tune.

f. To express by devising melody improvisationally in accordance with the spoken intonation of words.

g. To sing in chorus or to play in concert while enjoying the resonance of harmony.

h. To express on the understanding of the following notes and symbols:



2) Teaching materials should consist of the following:

a. Unison songs, rounds, two-part and simple three-part choral pieces, totaling approximately 11 pieces, including the three specified as common materials in c. below.

b. About three pieces for instrumental duet or ensemble performance, in which a chordal accompaniment or second part is added along with rhythm accompaniment of percussion.

c. Common materials:

Komori-uta	*Traditional Japanese Song*
Fuyu-geshiki	*Monbushō-shōka*
Ski no Uta	*Monbushō-shōka*

B. Appreciation

1) As regards the ability of appreciation, the following should be taught:

a. To listen to the music while appreciating the beauty of music as a whole.

b. To listen to the music paying attention to the relationship between the elements of music to characterize the composition and the mood of the composition.

c. To listen to the music with special attention to the principal melody, its repetitions, variations, contrasts, and the whole structure.

d. To grasp the tone-colour of the various orchestral instruments and of the human voice, and to listen to it while appreciating the resonance of their combination.

2) Teaching materials should consist of approximately six pieces selected from among the following, including the three specified as common materials in c. below.

a. Various types of vocal and instrumental music including overtures and representative music from various regions.

b. Vocal and instrumental music in various performance

styles, including orchestra, vocal solo and chorus.

c. Common materials:

William Tell Overture *(Rossini)*

Piano Quintet in A Major Op. 114 "Trout", the fourth movement *(Schubert)*

Solo song:

One of the following:

Hana (Rentaro Taki)

Kojo no Tsuki (Rentaro Taki)

Hakone-hachiri (Rentaro Taki)

Sixth Grade

1. Objectives

(1) To help pupils develop sensitivity to musical beauty and desire in engaging in musical activity.

(2) To help pupils develop the ability for expression and appreciation with emphasis on the beauty of harmony through activities of chorus, concert and appreciation.

(3) To help pupils develop an attitude and habit to make life bright and pleasant through musical experiences.

2. Contents

A. Expression

1) As regards the ability of expression, the following should be taught:

a. To sing following live or recorded model performances (vocal and instrumental). To shing or play melodies in F Major and D Minor while reading scores.

b. To play or make body movement following changes in rhythm and tempo, grasping the pulse of rhythmic phrases.

c. To express by grasping the mood of melody and by understanding the content of text.

d. To sing in resonant head-tone voice paying attention to the breathing.

e. To play melody and percussion instruments paying attention to the tune.

f. To express by devising melody improvisationally in accordance with the spoken intonation of words.

g. To sing in chorus or to play in concert while enjoying the resonance of harmony.

h. To express on the understanding of the following signs:

♩= 96 *f* *mf* *p* *mp*

2) Teaching materials should consist of the following:

a. Unison songs, rounds, two-part and three-part choral pieces, totaling approximately 11 pieces, including the three specified as common materials in c. below.

b. About three pieces for instrumental duet or ensemble performance, in which a chordal accompaniment or second part is added along with rhythm accompaniment of percussion.

c. Common materials:

Oborozukiyo . . . . . *Monbushō-shōka*

Kari ga Wataru . . *Monbushō-shōka* (Arranged by *Kan'ichi Shimofusa*)

Furusato . . . . . *Monbushō-shōka*

B. Appreciation

1) As regards the ability of appreciation, the following should be taught:

a. To listen to the music while appreciating the beauty of music as a whole.

b. To listen to the music paying attention to the relationship between the elements of music to characterize the composition and the mood of composition.

c. To listen to the music with special attention to the principal melody, its repetitions, variations, contrasts and the whole structure.

d. To grasp the tone-colour of the various orchestral instruments and of the human voice, and to listen to

it while appreciating the resonance of their combination.

2) Teaching materials should consist of approximately six pieces selected from among the following, including the three specified as common materials in c. below.

a. Various types of vocal and instrumental music including suite forms, songs, and music of *Sō* and *Shakuhachi*.

b. Vocal and instrumental music in various performance styles, including duets and ensembles.

c. Common materials:

Haru no Umi *(Michio Miyagi)*

Peer Gynt Suite No.1 *(Greig)*

Solo song:

One of the following:

Konomichi *(Kōsaku Yamada)*

Akatonbo *(Kōsaku Yamada)*

Machibōke *(Kōsaku Yamada)*

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL SIX GRADES

1. The Japanese National Anthem "*Kimi-ga-yo*" should be taught in each grade in a manner appropriate to the developmental stage of pupils.

2. With regard to the singing, consideration should be given to appropriate ways of adding solmization in addition to singing using the lyrics, and to make pupils acquaint with rote and memorized uses of solmization.

3. It should be the principle to use "movable do" solmization in singing instruction in each grade.

4. Consideration should be given to make pupils grasp the tone of harmony through the activities of chorus and concert. Emphasis should be placed mainly on the primary chords (I, IV, V, and V_7) in both major and minor.

5. In the teaching of *warabe-uta* and traditional Japanese songs specified as common materials, attention should be given to the introduction and treatment of the *warabe-uta* and other songs handed down in the local culture of individual regions.

6. The following considerations should be kept in mind with regard to the instruments mentioned in the Contents A.-1) for each grade:

1) Similar instruments may be used in place of the harmonica in Grades 1 and 2 and the organ in Grade 2, in accordance with the realities of the school.

2) Percussion instruments including the xylophone and metallophone to be treated in every grade should be selected with due consideration to their effects and the ability of pupils.

3) Melody instruments for use in Grades 4, 5 and 6 should be selected from among the instruments used in Grades 1, 2 and 3 and other keyboard and electronic instruments, with due consideration to their effects and the ability of pupils. Other wind or string instruments may also be taught in accordance with the realities of the school.

Section 6 Arts and Handicrafts

I. OVERALL OBJECTIVES

To enable pupils to cultivate the basic capacity of creative formative arts activities, through the activities of expression and appreciation, and to experience the pleasure of expression, and to enrich the sentiment.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To help pupils experience the pleasure of doing elementary formative activities and feel the joy of expressing what they felt or thought with a picture or a solid body.

(2) To help pupils experience the joy of making things which they use, and feel the pleasure of using them.

(3) To make pupils have an interest in looking at what is drawn or made.

2. Contents

A. Expression

1) To enable pupils to perform with pleasure formative activities, utilizing different materials.

a. To perform formative activities using the whole body, being familiar with materials such as clay and sand.

b. To have an interest in the colours and forms of natural and artificial materials, and to perform formative plays such as thinking of what they want to make out of them, and enjoying putting them on their bodies.

c. To perform formative plays such as arranging natural and artificial materials, piling them up and copying them by making a print.

2) To enable pupils to express what they feel or think with a picture or a solid body.

a. To express freely what they like to draw using crayons and Japanese-type pastel of their favourite colours.

b. To express with a simple paper block print.

c. To express freely with clay.

3) To enable pupils to produce simple things for use and ornamental things which serve for making life pleasant.

a. To make articles with an interest in colours and forms, and to learn the names of the main colours which they use.

b. To think of a form to make and the way of making it.

c. To use a familiar easy-to-handle object such as paper, paste or tape and scissors, and to have an interest in handling them properly.

B. Appreciation

1) To make pupils arouse an interest in looking at what is drawn or made.

a. To talk together about what they wanted to express or what they felt, while looking at the works of their own and their friends.

Second Grade

1. Objectives

(1) To help pupils experience the pleasure of doing elementary formative activities, enrich an idea of utilizing materials, and feel the joy of expressing what they felt and thought with a picture or a solid body.

(2) To help pupils experience the joy of contriving and making things which they use, and feel the pleasure of using them.

(3) To make pupils have an interest in looking at what is drawn or made.

2. Contents

A. Expression

1) To enable pupils to perform with pleasure formative activities utilizing different materials.

a. To perform formative activities using the whole body, with the best use of materials and environment.

b. To have an interest in the colours and forms of natural and artificial materials, and to perform formative plays such as thinking of what they want to make with them, and contriving how to use them.

c. To contrive formative plays such as arranging natural and artificial materials, piling them up or copying them by making a print.

2) To enable pupils to express what they felt or thought with a picture or a solid body.

a. To find out that there are various colours of crayons and Japanese-type pastel, and to express things paying attention to the colour and form.

b. To express things by contriving a paper block print.

c. To express things with clay considering the form and size of the object to be produced.

3) To enable pupils to produce simple things for use and ornamental things which serve for making the life pleasant.

a. To increase the number of colours and the kinds of forms to be used compared to Grade 1, and to be aware of the differences in the feeling according to the variation in colour and form.

b. To contrive a form to make and the way of making it.

c. To contrive the usage of the materials and tools used in Grade 1, and to be accustomed to deal with them.

B. Appreciation

1) To make pupils arouse an interest in looking at what is drawn or made.

a. To talk together about what they wanted to express and contrived or what they felt, while looking at the works of their own and their friends.

Third Grade

1. Objectives

(1) To make pupils have an interest in the ways of looking at an object and of expressing it, and to express what they saw or imagined with a picture or a solid body.

(2) To enable pupils to contrive and produce an object by thinking of its use.

(3) To make pupils arouse an interest in looking at their own works and those of others or familiar formative works.

2. Contents

A. Expression

1) To enable pupils to express what they saw and imagined with a picture.

a. To be aware of the relationship of front and rear.

b. To understand how to handle water colours, to grasp the feeling of the work sought to be produced, and to express it by studying the colour and form of the object.

c. To make a block print with paper, making the best use of differences in quality, and to express with a paper block print by contriving the way of printing.

2) To enable pupils to express what they saw or imagined with a solid body.

a. To grasp the form by looking at it from various angles.

b. To express adequately with clay the feeling of the work sought to be produced.

c. To express with a solid material, thinking of how to make the best use of familiar materials or the things which are easy to manipulate.

3) To enable pupils to produce articles representing what they want to express, things used for making the life pleasant, and decorative things.

a. To be aware of symmetry and repetition of forms and the feeling of coldness and warmth of colours.

b. To contrive the form of an article which they produce, ways to make use of its movement for fun, and ways of making the article, by drawing a simple picture or a figure.

c. To be able to use cardboard, small pieces of board and a knife etc. in addition to the materials and tools used in the former grades, and to be familiar with the basic use of them.

B. Appreciation

1) To make pupils arouse an interest in looking at the work.

a. To look at their own works and those of others, and to have an interest in their merits and differences in expression.

b. To have an interest in the merits of formative articles which are related to what they want to express.

Fourth Grade

1. Objectives

(1) To make pupils have an interest in the differences in the ways of looking at an object and of expressing it, and to express what they saw or imagined with a picture or a solid body.

(2) To enable pupils to contrive to produce an object by thinking of its use and conditions.

(3) To make pupils arouse an interest in looking at their own works and those of others or familiar formative works, and to make them aware of the merits of works.

2. Contents

A. Expression

1) To enable pupils to express what they saw and imagined with a picture.

a. To think of the relationship between the main part to express and its surroundings.

b. To be accustomed to handling water colours, to think of colour and form in accordance with the feeling of an object which they express, and to express it using a mixed colour and a double colour.

c. To understand how to handle carving knives, and to express things with a wood block print using a block which is easy to carve, by thinking of the relationship between carving and printing.

2) To enable pupils to express what they saw or imagined with a solid body.

a. To grasp the balance of form by looking at it from various angles.

b. To express adequately with clay the feeling of the work sought to be produced by the use of suitable and handy tools for clay expression.

c. To contrive the ways to express things by making use of familiar materials which are easy to manipulate along with the tools suitable for such materials.

3) To enable pupils to produce articles representing what they want to express, things used for making the life pleasant, and decorative things.

a. To be aware of the feeling of rhythmical form, and the light and darkness of colour.

b. To contrive the form of an article which they produce, ways to construct it firmly and to make use of its movements for fun, by drawing a picture or a figure.

c. To be able to use boards, a saw and a hammer, etc., in addition to the materials and tools used in the former grades, to be familiar with the basic use of them, and to contrive ways of making full use of the materials.

B. Appreciation

1) To make pupils arouse an interest in looking at the work.

a. To look at their own works and those of others, and to have an interest in the different techniques of expression and the merits of them.

b. To have an interest in the ways of making and the merits, while looking at formative articles which are related to what they want to express.

Fifth Grade

1. Objectives

(1) To make pupils deepen the way of looking at objects, and to enable them to formulate a plan after selecting a subject, and to express it with a picture and through carving and modelling by contriving the techniques of expression.

(2) To have pupils develop the ability to make a design and to produce an object by thinking of the beauty and use of the object.

(3) To make pupils feel the beauty of nature and of formative works, and familiarize with them.

2. Contents

A. Expression

1) To enable pupils to express things with a picture, based on their observation and imagination.

a. To formulate a plan and to compose a picture so as to clearly express a subject effectively.

b. To contrive to express the feeling of the object to be expressed by making use of the properties of water colours, etc., and grasping the characteristics of the form and colour of an object which they express.

c. To express things with a wood block print with a concrete plan, by thinking of the relationship between carving and printing, and contriving the usage of carving knives and the way of printing.

2) To enable pupils to express things with carving and modelling, based on the observation and imagination.

a. To be aware of the relationship between the parts and the whole of the object which they express, and to grasp the feeling of a solid body.

b. To express the feeling of an object as a solid body by contriving the way of using tools suitable for expression with clay.

c. To make an object with a concrete plan by thinking of the properties of materials which are easy to carve, and using tools suitable for them.

3) To enable pupils to design and make articles representing what they want to express or things used for making the life pleasant in accordance with the purposes.

a. To make use of the feeling of direction or movement embodied in the form and the feeling of the light and darkness of colour or its strength.

b. To make an article in a planned manner by drawing a plan or producing a model, while contriving the form, mechanism of movement and ways of strong construction.

c. To be able to use clay suitable for firing, a wire, a scroll saw, a cutting pliers, etc., in addition to the materials and tools used in the former grades, to be familiar with the basic use of them, and to contrive the ways of making full use of the materials.

B. Appreciation

1) To help pupils appreciate nature and formative works, and be familiar with them.

a. To look at the works of their friends and to appreciate the underlying intention of expression and their merits.

b. To become familiar with the nature and formative works which are related to what they want to express, and to be able to feel their beauty and merits.

Sixth Grade

1. Objectives

(1) To make pupils further deepen the way of looking at things, and to enable them to formulate a plan after selecting a theme, and to express it with a picture and through carring and modelling by contriving the techniques of expression.

(2) To have pupils develop the ability to make a design and to produce an object by thinking of the beauty and use of the object.

(3) To make pupils feel the beauty of nature and of formative works, and develop the attitude to get a high value on them.

2. Contents

A. Expression

1) To enable pupils to express things with a picture, based on their observation and imagination.

a. To formulate a plan and to compose a picture so as to effectively express a theme.

b. To contrive to express the colour and form by making use of the properties of water colours effectively, and taking note of the perspective of a picture and the light and darkness of colour, etc..

c. To express things with a wood block print with a concrete plan and other art articles, by thinking of the relationship between carving and printing, and contriving the effective usage of carving knives or others and the ways of printing.

2) To enable pupils to express things with carving and modelling, based on the observation and imagination.

a. To grasp the beauty and characteristics of an object as a solid.

b. To express the beauty and characteristics of the object as a solid by contriving the way of using tools suitable for expression with clay.

c. To make an object with a concrete plan by thinking of the properties of the materials which are easy to carve, and effectively using tools suitable for them.

3) To enable pupils to design and make articles representing what they want to express, or things used for making the life pleasant in accordance with the purposes.

a. To make use of the properties of colour and form synthetically.

b. To make an object in a planned manner by drawing a picture as to the form and size of an object which they make, the mechanism of movement, and the structure.

c. In accordance with an object to be made, to choose the right materials and tools from among the materials and tools indicated to use in the former grades, to contrive the ways of making full use of them, and to acquire the techniques for the handicrafts.

B. Appreciation

1) To help pupils appreciate nature and formative works and be familiar with them.

a. To observe the work of their friends, to appreciate the underlying intention of the expression and their merits, and to deepen the way of looking at the works in general.

b. To appreciate the beauty and merits of the nature and formative works which are related to what they want to express, and to set a high value on them.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL SIX GRADES

1. In preparing the teaching programme, consideration should be given to the following items:

   (1) Concerning the school hours allocated to the teaching of A. of the Contents, the balance should be kept as much as possible between the hours allocated to 1) and 3) and those to 2) in Grades 1 and 2, and also between the hours allocated to 1) and 2) and those to 3) in Grade 3 and above.

   (2) In principle, the teaching of B. of the Contents in each grade is carried out with teaching of expression.

   (3) In the teaching of A. of the Contents in each grade, the pupils are, in accordance with the circumstances, to undertake a study of joint production, after contriving the themes.

2. Although the contents and objectives of each grade are indicated in consideration of the level of the pupils' physical and mental development, it is necessary to give adequate instruction responding to their individual differences by making the teaching programme flexible in view of the characteristics of this Subject.

3. In handling materials and tools, it is necessary to pay attention to the prevention of accidents.

4. In relation to the teaching of B. of the Contents in each grade, the pupils should be encouraged to appreciate their works in their ordinary school life at any time, by exhibiting them in an appropriate place in the school.

Section 7 Homemaking

I. OVERALL OBJECTIVES

To acquire the basic knowledge and skills and to deepen the understanding of family life through practical activities concerning clothing, food, and housing which are necessary for daily living, and to develop a positive attitude towards an improved family life as a member of the family.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

Fifth Grade

1. Objectives

(1) To enable pupils to make simple articles of their own with cloth and to take care of everyday garments, to make them understand the necessity of wearing clean garments, and to enable them to maintain a good daily appearance.

(2) To enable pupils to make simple cooking, to make them understand the nutritive value of food, and to help them learn to eat in a socially acceptable manner.

(3) To enable pupils to clean the house, to put things in order, and to make simple articles which are useful for household tasks, to help them understand the tasks and roles of family members in the household, and to help them develop an attitude of making family life happy with co-operation.

2. Contents

A. Clothing

1) To make pupils know the function of clothes, and understand how to dress in accordance with the seasons and air temperature, and the way of wearing and selecting clean underwear.

2) To make pupils understand the way of using detergents and tools needed for laundering, and to enable them to wash simple articles like underwear.

3) To make pupils know how to arrange their garments, and to enable them to sew buttons, etc.

4) To enable pupils to make simple articles and small bags.

a. To understand a pattern of shape, size and materials suited to the purpose of usage.

b. To be able to make ordinary stitches, back stitches and ball knots through measuring, laying out a pattern for cutting and sewing by hand, and to be able to sew straightly by machine.

c. To understand the kind of tools needed for making bags and ways of their usage, and to be able to use them with safety.

B. Food

1) To make pupils understand the nutrients contained in daily food, their function, and the need to take food in assortment.

2) To enable pupils to prepare simple dishes such as fresh vegetables, boiled eggs, and fried green vegetables.

a. To know how to choose the materials needed for cooking and how to measure them.

b. To know how to wash, slice, heat, and season food, and how to serve food on a plate, and to be able to cook smoothly.

c. To be able to handle cooking utensils and plates safely and sanitarily, and to manage fuel for cooking and the cooking stove safely.

3) To enable pupils to make home living pleasant, through purposefully managing the way of preparing, serving and eating simple snacks.

C. Housing and Family

1) To enalbe pupils to arrange their private properties, to clean the floors and windows, to handle tools for cleaning, to dispose of waste properly, and to devise pleasant ways of living.

2) To make pupils understand the relationship and roles of family members, devise the ways of handling the tasks to share, and to enable them to co-operate with other members in doing the household work.

3) To enable pupils to make simple articles with cloth, etc. which are useful for the household work, and to utilize them.

Sixth Grade

1. Objectives

(1) To enable pupils to make simple articles of their own with cloth and to take care of garments, and to make them understand the way of wearing and of choosing clothes suitable for each occasion, and to enable them to arrange clothes.

(2) To enable pupils to do simple cooking, to make them understand the way of providing nutrients in the consumption of daily food stuffs and the social significance of eating, and to enable them to prepare simple dishes.

(3) To enable pupils to think about healthy management of living and make simple articles which are useful for living, to make them understand family living, and to help them develop the attitude of improving family living in co-operation with family members.

2. Contents

A. Clothing

1) To make pupils understand the way of wearing and choosing everyday garments suitable for occasions, and devise the way of arranging clothes.

2) To make pupils understand the way to wash simple upper garments properly in accordance with the fabric and the dirt, and to enable them to do their washing.

3) To enable pupils to take care of everyday garments, and to mend simple seams.

4) To enable pupils to make simple covers and aprons.

a. To consider a shape suitable for the purpose, and to know the way of measuring the size and of choosing materials.

b. To contrive how to measure and lay out a pattern for cutting and the way of sewing suitable for the purpose, through sewing by hand such stitches as overcasting and sewing by machine.

c. To design ornament by simple embroidery.

B. Food

1) To make pupils understand the nutritional intake of food,

by making a menu for a meal keeping in mind the nutritional balance of food.

2) To enable pupils to prepare simple dishes such as boiled rice, soy-bean soup (*miso-soup*), egg dishes, potato dishes, sandwich, and beverage.

a. To know the quantity of materials needed for cooking and the combination of materials in terms of nutritional value.

b. To know the way of cooking suitable for the purpose and to be able to cook efficiently by making a plan in advance.

c. To devise the way of dishing-up and of setting on the table, and to know the desirable manner to eat.

3) To make pupils understand the significance of eating in family living, and to enable them to practice eating pleasantly through making a plan in advance.

C. Housing and Family

1) To make pupils know the function of housing, understand ways of living with keeping off the cold and hot weather, of ventilation, of managing heaters safely, and of lighting and illumination, and to enable them to think about the way of healthy living.

2) To enable pupils to consider the schedule for living of each family member, to contrive effective ways of using time, and thus to co-operate in home living.

3) To make pupils consider how to do shopping and to record income and expenditure, and understand the necessity of living systematically.

4) To enable pupils to make simple articles with cloth, etc. which are useful for beautifying rooms and for family living, and to make home living pleasant.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL SIX GRADES

1. In the teaching of the contents in Grades 5 and 6, it is necessary not only to give pupils knowledge and skills but also to make them understand these in relation to home living and enjoy the pleasure of making things and working.

2. In the instruction for practice, it is necessary to keep the

learning environment in good condition by tidying up and by paying attention to maintenance and the safe keeping of tools. When tools and machines are used, consideration should be given to the prevention of accident.

Section 8 Physical Education

I. OVERALL OBJECTIVES

To enable pupils to become familiar with the physical exercise through appropriate exercise, to understand health and safety in their daily life, to advance their health and physical strength, and also to cultivate an appropriate attitude towards a pleasant and happy life.

II. OBJECTIVES AND CONTENTS FOR EACH GRADE

First Grade

1. Objectives

(1) To enable pupils to enjoy various basic physical exercises and games, and to develop their physical strength.

(2) To foster a proper attitude towards physical exercises, being friendly to everybody and taking care of health and safety.

2. Contents

A. Basic Exercise

1) To enable pupils to learn basic physical motions through walking, running, jumping, exercises for testing strength, exercises of modelling after some examples, exercises using fixed equipment and tools, playing in the water, etc. and to be able to do basic physical motions which form the foundation of every type of physical exercise.

2) To enable pupils to do exercises in a friendly manner, following rules and waiting for their turn.

3) To enable pupils to remove any dangerous object from the playground, and also to clean themselves after each session of exercises.

4) To enable pupils to behave properly in a group through such exercises as the column-assembly and line-dressing.

B. Games

1) To enable pupils to enjoy ball games, tag games and relay games.

2) To enable pupils to observe rules, play games in a friendly manner and to admit victory or defeat frankly.

Second Grade

1. Objectives

(1) To enable pupils to enjoy every type of basic exercises and games, and to develop their physical strength.

(2) To help pupils develop a proper attitude towards doing exercises, while making friends with other persons and paying attention to their health and safety.

2. Contents

A. Basic Exercise

1) To enable pupils to learn basic physical motions through walking, running, jumping, exercises for testing strength, exercises of modelling after some examples, exercises using fixed equipment and tools, playing in the water, etc. and to be able to do basic and good physical motions which form the foundation of every type of physical exercises.

2) To enable pupils to do exercises in a friendly manner, following rules and waiting for their turn.

3) To enable pupils to remove any dangerous object from the playground, and also to clean themselves after each session of exercises.

4) To enable pupils to behave properly in a group through such exercises as the column-assembly and line-dressing.

B. Games

1) To make pupils play advanced ball games, tag games and relay games, and to enable them to enjoy playing them.

2) To enable pupils to observe rules, play games in a friendly manner and to admit victory or defeat frankly.

Third Grade

1. Objectives

(1) To enable pupils to enjoy every type of exercises, to acquire various skills in accordance with the different characteristics of exercises and games, and to develop the physical strength.

(2) To enable pupils to develop an attitude of co-operation and justice, and of making efforts up until the last

moment while paying attention to health and safety.

2. Contents

A. Basic Exercise

1) To enable pupils to learn basic physical motions through walking, running, jumping, exercises for testing strength, exercises using equipment and tools, floating and swimming in the water, etc. and to be able to do better motions which form the foundation of every type of physical exercises.

2) To enable pupils to work out rules on exercises, to follow them, and to do exercises in a fiendly manner while mutually observing the rules.

3) To enable pupils to do exercises and games after having kept the playground in good condition and checked the safety of the tools to be used.

4) To enable pupils to behave properly in a group through such exercises as the column-assembly, line-dressing and marches.

B. Games

1) To enable pupils to contrive rules on dodge ball, line soccer and relay, to acquire simple skills in these games, and to enjoy them.

2) To enable pupils to play games in a co-operative manner while observing rules, and to admit victory or defeat frankly.

C. Expressive Exercise

1) To enable pupils to choose a theme found in their everyday life, and to enable them to dance pleasantly with simple motions expressing the feeling of light and softness or that of corresponding motions accordingly.

2) To enable pupils to contrive a motion in co-operating with one another, and to understand the feeling which their friends and other groups try to express while looking at their expression.

Fourth Grade

1. Objectives

(1) To enable pupils to enjoy every type of exercises, to acquire various skills in accordance with the different characteristics of exercises and games, and to develop their physical strength.

(2) To enable pupils to develop an attitude of co-operation and justice, and of making efforts up until the last moment, while paying attention to health and safety.

2. Contents

A. Basic Exercise

1) To enable pupils to learn basic physical motions through walking, running, jumping, exercises for testing strength, exercises using tools, floating and swimming in the water, etc. and to be able to do better motions which form the foundation of every type of physical exercises.

2) To enable pupils to work out rules on exercises, to follow them, and to do exercises in a friendly manner while mutually observing the rules.

3) To enable pupils to do exercises and games after having kept the playground in good condition and checked the safety of the tools to be used.

4) To enable pupils to behave properly in a group through such exercises as the line-assembly and line-dressing.

B. Games

1) To enable pupils to contrive rules on port ball, line soccer and relay, to acquire simple skills in these games, and to enjoy them.

2) To enable pupils to do exercise and games in a co-operative manner, while observing rules, and to admit victory or defeat frankly.

C. Exercises with Apparatus

1) To do the following exercises by setting up one's own objectives suitable for one's own ability, and to develop needed skills.

a. Concerning the horizontal bar and mat exercises, to be able to perform continuous motions.

b. Concerning the vaulting horse, to be able to perform

an stretched-arm jump over the horse.

2) To enable pupils to do exercises with unremitting zeal while encouraging one another.

3) To enable pupils to contrive how to use the equipment and to do exercises safely.

D. Expressive Exercise

1) To enable pupils to choose a theme found in their everyday life, and to dance pleasantly with simple motions expressing the feeling of heaviness and softness or that of the sudden explosion of energy.

2) To enable pupils to contrive a motion in co-operation with one another, and to understand the feeling which their friends and other groups try to express while looking at their expression.

Fifth Grade

1. Objectives

(1) To enable pupils to realize the pleasure of doing every type of exercises, and to develop various skills in accordance with the different characteristics of exercises and games, and to develop the physical strength.

(2) To enable pupils to develop an attitude of co-operation and justice, and of making efforts to the best of one's ability, while paying attention to health and safety.

(3) To enable pupils to understand the physical growth and the prevention of injury, and to develop the ability and attitude for the improvement of health and safety in life.

2. Contents

A. Gymnastics

1) To enable pupils to have the interest in one's own body and to advance the physical strength in a purposeful manner through the exercises indicated below:

a. To do exercises which could advance the ability to move rythmically, timely and swiftly.

b. To do exercises which could advance the ability of dynamic and continuous movement.

2) To enable pupils to sep up the objectives according to one's own physical strength, and to exercise with unremitting zeal while co-operating with one another.

3) To enable pupils to behave properly in a group through such exercises as the line-assembly, line-dressing, rank augmentation and curtailment.

B. Exercises with Apparatus

1) To do the following exercises by setting up one's own objectives suitable for one's ability, and to develop needed skills:

a. Concerning the horizontal bar and mat exercises, to be able to perform continuous motions including new techniques.

b. Concerning the vaulting horse, to be able to do stretched-arm jump over the horse in one large motion.

2) To enable pupils to do exercise with unremitting zeal in co-operation with one another.

3) To enable pupils to contrive the way of using equipment, and to do exercises safely.

C. Athletic Sports

1) To help pupils develop skills in relay, short distance race, hurdle race and the running long jump, and to enable them to strive to improve one's records.

2) To enable pupils to do exercises and to participate in races in co-operation with one another, with a just and fair attitude in each race.

D. Swimming

1) To develop skills in the crawl, breaststroke and diving by setting up one's own objectives according to one's ability, and also to encourage distance swimming.

2) To enable pupils understand the regulations concerning swimming such as observing rules on the use of a pool, and paying attention to the cleanliness, and enable them to utilize the most of them in everyday life.

E. Ball Games

1) To help pupils develop skills in basketball and soccer,

and to enable them to play games by making use of simple group techniques.

2) To enable pupils to co-operate with one another, to share duties, to study the causes of victory and defeat, and to do exercises and games systematically according to a plan.

F. Expressive Exercises

1) To enable pupils to select a subject found in everyday life, and to dance in a group pleasantly with motions expressing a violent touch or a strong, masculine feeling, following the plot of the content and giving variety to it.

2) To enable pupils to set up the group objectives, to contrive a motion in co-operation with one another, and to understand the feeling which their friends and other groups try to express while looking at their expression.

G. Health

1) To make pupils understand the growth of body.

a. The body changes with age. When one attains puberty, the figure changes and becomes gradually adult growing-up body with the beginning of the menstrual function and voice change.

b. The body grows and develops better with nutritionally balanced foods and proper physical exercises.

2) To make pupils understand the prevention of injury.

a. For the prevention of injury by traffic accidents and accidents in school, it is necessary to pay attention to the possible dangers in the environment and act safely under infallible judgement.

b. For the prevention of injury by traffic accidents and accidents in school, it is necessary to keep the environment in good order.

Sixth Grade

1. Objectives

(1) To enable pupils to realize the pleasure of doing every type of exercises, to develop various skills in accordance with the different characteristics of exercises and games,

and to develop the physical strength.

(2) To enable pupils to develop an attitude of co-operation and justice, and of making efforts to the best of one's ability, while paying attention to health and safety.

(3) To enable pupils to understand how to prevent diseases and to enjoy a healthy life, and to develop the ability and attitude for the maintenance and promotion of health.

2. Contents

A. Gymnastics

1) To enable pupils to have an interest in one's own bodies and to advance the physical strength in a purposeful manner through the exercises indicated below:

a. To do exercises which could advance the ability to move rythmically, timely and swiftly.

b. To do exercises which could advance the ability of dynamic and continuous movement.

2) To enable pupils to set up the objectives according to one's own physical strength, and to exercise with unremitting zeal while co-operating with one another.

3) To enable pupils to behave properly in a group through such exercises as line-assembly, line-dressing, rank augmentation and curtailment.

B. Exercises with Apparatus

1) To do the following exercises by setting up one's own objectives suitable for one's ability, and to develop needed skills:

a. Concerning the horizontal bar and mat exercises, to be able to perform continuous motions smoothly including new techniques.

b. Concerning the vaulting horse, to be able to do a stretched-arm jump over the horse smoothly in one large motion.

2) To enable pupils to do exercises with unremitting zeal in co-operation with one another.

3) To enable pupils to contrive the way of using equipment, and to do exercises safely.

C. Athletic Sports

1) To help pupils develop skill in relay, short-distance race, hurdle race and running high jump, and to help them strive to improve one's records.

2) To enable pupils to do exercises and to participate in races in co-operation with one another, with a just and fair attitude in each race.

D. Swimming

1) To help pupils develop skills in the crawl, breast stroke and diving by setting up one's own objectives according to one's ability, and also to encourage distance swimming.

2) To make pupils understand the regulations concerning swimming such as observing rules on the use of a pool, and paying attention to the cleanliness, and enable them to utilize the most of them in everyday life.

E. Ball Games

1) To help pupils develop skills in basketball and soccer, and to enable them to play games by making use of simple and group techniques.

2) To enable pupils to co-operate with one another, to share duties, to study the causes of victory and defeat, and to do exercises and games systematically according to a plan.

F. Expressive Exercises

1) To enable pupils to select a subject found in everyday life, and to dance in a group pleasantly with motions expressing a sharp touch or the feeling of confrontation, following the plot of the content and giving variety to it.

2) To enable pupils to set up the group objectives, to contrive a motion in co-operation with one another, and to understand the feeling which their friends and other groups try to express while looking at their expression.

G. Health

1) To make pupils understand the prevention of diseases.

a. For the prevention of the diseases caused by pathogens as a primary factor, it is necessary to prevent the

pathogens from entering into the body or to increase power of resistance to them in the body.

b. For the prevention of diseases caused by surroundings and living activities as a primary factor, it is necessary to acquire the desirable living habit of cleaning houses and clothes, doing appropriate exercises, etc.

2) To enable pupils to understand living activities and the decent environment necessary for the promotion and maintenance of health.

a. Health is maintained and promoted by proper exercises, rest, sleeping and meals.

b. Good water, good air and sunshine are indispensable for the maintenance of health.

c. Not only an individual effort but also the efforts of family and school are necessary for the maintenance and promotion of health.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING THROUGH ALL SIX GRADES

1. In preparing the teaching programme, care should be taken so as not to give unduly excessive school hours to the teaching of any portion of the Contents. With regard to the Contents G. for Grades 5 and 6, about one-tenth of the respective annual total school hours for Physical Education should be allocated to this particular item.

2. In teaching the Contents for each grade, consideration should be given to the following points:

(1) With regard to playing in the water, exercises of floating and swimming, these items can be dispensed with in case there are no proper swimming facilities available, but instruction on the regulations concerning swimming should be given.

(2) With regard to gymnastics, exercises with apparatus and ball games for Grades 5 and 6, teaching should be carried out with due consideration given to the inherent differences between the sexes of the pupils.

(3) In the schools located in the snowy and cold area, skiing, skating and other allied snow games may be added to the game items.

(4) With regard to C. of the Contents for Grade 3, D. for

Grade 4 and F. for Grades 5 and 6, teaching can be given including folk dance.

(5) With regard to E-1) of the Contents for Grades 5 and 6, portball can be taught instead of basketball.

(6) With regard to the items listed under A-3) and 4) of the Contents from Grade 1 to Grade 4, and those under A-3) for Grades 5 and 6, these items should also be taught in the teaching of the Contents listed under the headings other than A. for every Grade, excluding G. for Grades 5 and 6.

CHAPTER 3 MORAL EDUCATION

I. OVERALL OBJECTIVES

The objectives of Moral Education are based on the basic spirit of education stated in the Fundamental Law of Education and the School Education Law. Moral Education, in other words, is aimed at realizing a spirit of respect for human dignity in the actual life of family, school, and community, endeavouring to create a culture that is rich in individuality and to develop a democratic society and state, training Japanese to be capable of contributing to a peaceful international society, and cultivating their morality as the foundation thereof.

In the class of Moral Education, based on the above objectives, instruction should be given so as to develop pupils' ability to practice morality by maintaining close relations with moral education conducted in the class of each Subject and in Special Activities, and supplementing, intensifying, and integrating this moral education through systematic and developmental instruction, by enhancing pupils' ability to make moral judgement, by enriching their moral sentiments, and by seeking improvements in their moral attitudes and the willingness for practice.

II. CONTENTS

1. To hold life in high regard, to promote good health, and to maintain safety.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to take care of one's health and to protect oneself from risks, and, in the middle grades, to make efforts to maintain health and safety for oneself and others, and, in the higher grades, to hold in high regard the lives of oneself and others.

2. To observe good manners, and to live in an orderly manner.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to greet others in daily life, to be tidy, and to be punctual, and, in the middle grades, to observe good manners and make effective use of time, according to the situation, and, in the higher grades, to recognize the importance of observing good manners and to live in an orderly manner.

3. To keep oneself neat and tidy, and to make good use of goods and money.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to keep oneself neat and tidy, to distinguish one's belonging from others, and to use things carefully, and, in the middle and higher grades, to make efforts

to put things in order efficiently and to make surroundings clean and neat, to recognize the value of goods and money, and to make appropriate use of them.

4. To act according to their own beliefs, and not to be moved unreasonably by other's opinions.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to conduct one's own matters by oneself and to express oneself clearly, and, in the middle grades, to think carefully and to act according to one's own beliefs, and, in the higher grades, not to be moved unreasonably by the opinions and actions of others.

5. To respect another's freedom as well as one's own, and to be responsible for one's own acts.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to act with a feeling of ease, and, in the middle grades, to take responsibility for one's own acts, and, in the higher grades, to consider the relationship between freedom and responsibility.

6. To act always cheerfully and sincerely.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to be cheerful and spirited, not to tell lies or deceive others, and, in the middle and higher grades, to act always sincerely and lead a cheerful life.

7. To love justice and hate injustice, and to act righteously with courage.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to love justice in one's own frame of mind, and, in the middle grades, to distinguish between justice and injustice, and to overcome temptation, and, in the upper grades, to carry out correct actions positively and with courage.

8. To endure hardships and persist to the end for the accomplishment of one's right aims.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to bear hardship, and, in the middle grades, to persist to the end with patience, and , in the upper grades, to be steadfast and accomplish goals undaunted by obstacles or failures.

9. To reflect upon oneself by listening attentively to the advice of others, and to act with prudence and live an orderly life.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to listen to the opinions of others and admit frankly one's own mistakes or faults, and to behave unselfishly, and, in the middle grades, to live a life of moderation, and, in the upper grades, to reflect always on one's words and behaviour, to act with prudence and to live an orderly life.

10. To love nature, and to have affection towards animals and plants with a tender heart.

As for the major teaching contents, it is desirable that, in the lower and middle grades, one should learn to become intimate with nature and love and care for animals and plants with a tender heart, and, in the upper grades, to protect nature with love and care.

11. To esteem beautiful and noble things, and to have a pure mind.

As for the major teaching contents, it is desirable that, in the lower and middle grades, one should learn to take care of beautiful and noble things, and, in the higher grades, to respect noble things and have a pure mind.

12. To know one's own characteristics, and to develop one's strong points.

As for the major teaching contents, it is desirable that, in the lower and middle grades, one should learn to notice one's own characteristics, and, in the higher grades, to know one's strong points and to devolp them.

13. To be always filled with aspiration, to aim toward higher goals, and to strive for their realization.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to do things with zeal and to feel the joy of accomplishing things, and, in the middle grades, to set goals for oneself and strive towards their realization, and, in the higher grades, to strive towards higher goals and proceed with hope.

14. To think about things in a rational way, and always to have an attitude of inquiry.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to think fully before one does anything, and in the middle grades, to make efforts to have always an attitude of inquiry, and, in the higher grades, to value truth and to behave critically and with judgement and determination always being broad-minded.

15. To apply one's original ideas, and to cultivate actively new fields.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to work by applying one's original ideas, and to carry out positively what one thinks is right, and, in the middle grades, to conceive of new ideas and methods, and, in the higher grades, to cultivate actively new fields.

16. To be kind to everybody, and to care for the weak and the unfortunate.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to be kind to friends and younger people, and, in the middle grades, to comfort and encourage willingly the weak and unfortunate, and, in the higher grades, to consider the positions of other people by putting oneself in their place and to have warm relationships with everybody.

17. To respect those who devote themselves to others, and to appreciate their work.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to appreciate those who take care of others, and, in the middle grades, to respect and appreciate those who devote themselves to public welfare, and, in the higher grades, to admire the great achievements of one's predecessors.

18. To trust in and to be helpful to one another.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to be friendly and help one another and give encouragement to others, and, in the middle grades, to give friendly advice, and, in the higher grades, to trust in friends and not to betray them.

19. To be fair and impartial to everybody without prejudice.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn not to be occupied with one's personal likes and dislikes, and, in the middle and higher grades, to be fair and impartial to everybody without prejudice.

20. To understand others' feelings and positions, and to forgive others' faults generously.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to forgive others' faults, and, in the middle grades, to understand others' positions and forgive

others' faults, and, in the higher grades, to respect generously the opinions and positions of others which differ from one' own.

21. To understand the rules and the significance of making rules by oneself, and to follow them willingly.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to obey rules and regulations, and, in the middle and higher grades, to understand fully the significance of rules and regulations and obey them willingly, and to make good rules on one's own and make improvements to them according to circumstances.

22. To assert one's rights properly, and to perform one's duties faithfully.

As for the major teaching contents, it is desirable that, in the lower and middle grades, one should learn to perform one's duties faithfully, and, in the higher grades, to assert one's rights properly, and to understand the relationship between rights and duties.

23. To appreciate the value of work, and to co-operate actively in the service of others.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to strive to work, and, in the middle grades, to work together in the service of others, and, in the higher grades, to understand the significance and value of work and to work willingly in the service of others.

24. To take care of public property, and to protect public morality with a full awareness of being a member of society.

As for the major teaching contents, it is desirable that, in the lower and middle grades, one should learn to take care of public property and not to cause trouble to others, and, in the higher grades, to protect public morality and to serve the public willingly.

25. To love and respect all members of one's family, and to strive to have a good home.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to have gratitude and affection toward one's parents, and, in the middle grades, to perform one's role in the family as a member of one's family, and, in the higher grades, to understand the positions of the respective members of one's family and to make efforts to have a good home.

26. To love and respect people at school, and to strive to establish

good school traditions.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to have gratitude and affection towards people at school, and, in the middle grades, to have affection towards school and to strive to make school a pleasant place, and, in the higher grades, to realize one's responsibility as a member of the school and to strive for the establishment of good school traditions.

27. To love the nation with pride as a Japanese, and to contribute to the development of the nation.

As for the major teaching contents, it is desirable that, in the lower grades, one should learn to cultivate one's feelings towards the nation as a citizen, and, in the middle grades, to learn to love one's hometown and to protect the land, culture, and traditions of the motherland, and, in the higher grades, to be aware of one's responsibility as a Japanese and to strive for the development of the nation.

28. To have proper understanding of the love towards the people of the entire world, and to become an individual who can contribute to the welfare of mankind.

As for the major teaching contents, it is desirable that, in the lower and middle grades, one should learn to cultivate feelings of friendship toward foreign peoples and to co-operate with kind hearts toward them, and, in the higher grades, to respect the lives and cultures of foreign peoples, and to co-operate with them in contributing to the peace of the world and to the welfare of mankind.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING

1. In preparing the teaching programme, consideration should be given to taking up and emphasizing the particularly important contents on the basis of the correlation between Moral Education conducted in the class of each Subject and in Special Activities, and to linking the several contents to one another for teaching.

2. The matters mentioned in II. Contents indicate the major desirable contents according to the stages of the grades. In preparing the teaching programme, careful consideration should be given to these matters.

3. The teaching programme should be prepared specifically according to the realities of the region and pupils, and should be treated with flexibility and not to be viewed as fixed.

4. In instructing pupils, consideration should be given to deepen-

ing mutual understanding between the school, the families and the community so that the effectiveness of teaching may be further enhanced.

5. It is important to be aware of the level of the pupils' morality at all times. However, it is not proper to apply the same rating method that is used for each Subject with respect to the evaluation in the class of Moral Education."

CHAPTER 4 SPECIAL ACTIVITIES

I. OVERALL OBJECTIVES

Through desirable group activities, to promote harmonious development of mind and body, to develop the individuality, to enhance the self-awareness of being a member of group, and to cultivate self-reliant independent and practical attitude to enrich the school life in co-operation with others.

II. CONTENTS

A. Pupil's Activities

1) Activities of Classroom Assembly

Classroom assembly, organized by all pupils in each class, should perform the activities to discuss and solve the various problems concerning class life, and also perform the activity to make everyone contribute to the class work.

2) Activities of Pupils' Council

Pupils' council, organized by all pupils in the school, should perform the activity to discuss and solve the various problems concerning school life, and also perform the activity to make everyone contribute to the school work. The administrative work of the council should be made mainly by pupils of the upper grades.

3) Activities of Clubs

Clubs should be organized mainly by pupils interested in the same subject who belong to Grades 4 to 6 and perform the activities of common interest and concern to the members.

B. School Events

1) Ceremonial Events

To organize activities so that the school life may show significant variety, and the pupils may feel invigorated and be motivated towards strengthened participation in school life.

2) Study-related Events

To organize activities so that the outcomes of every-

day learning activities may be comprehensively utilized and the pupils may develop a willingness for further learning.

3) Physical education-related events

To organize activities which contribute to the healthy development of pupil's mind and body and their physical strength, and also help pupils behave fairly and cultivate an attitude to fulfill responsibility in collaboration with others.

4) School excursion-related events

To organize activities so that pupils may widen their knowledge and experience outside school, and have desirable experiences concerning the rules of group life and public morality.

5) Events related to health and safety education

To organize activities so that pupils may deepen their understanding of mental and physical development and of maintenance and promotion of health, and learn the safety behaviour.

6) Events related to work and production

To organize activities so that pupils may appreciate the value and significance of work and the spirit of service.

C. Class room Guidance

1) Guidance concerning the adaptation to classroom and school life.

2) Guidance concerning health and safety.

3) Guidance concerning the school lunch programme, utilization of the school library, etc.

III. PREPARATION OF THE TEACHING PROGRAMME AND POINTS FOR SPECIAL CONSIDERATION IN TEACHING

1. The teaching programme should be prepared in the way to use the school's originality and due consideration should be paid to the developmental stage of pupils. With regard to Pupil's Activities, particular consideration should be given to the development of pupil's voluntary and selfgoverned practical activities under the proper guidance of teachers.

2. The school hours to be allotted to each of Activities of Classroom Assembly, Activities of Clubs and Classroom Guidance (excluding the school hours for school lunch programme) are to be decided appropriately, paying due consideration to the realities of school and class.

3. When ceremonies are organized on national holidays and others, it is desirable to hoist the national flag and to make pupils sing the national anthem in unison, in addition to make pupils understand the significance of these national holidays and others.

4. Items given in C. of II. above should be treated systematically in accordance with the realities of school and class.

ANNEX Extract from the Enforcement Regulations of the School Education Law

Chapter 2 Elementary School

Section 2 Subjects

Article 24 The elementary school curriculum shall be organized with each Subject in Japanese Language, Social Studies, Arithmetic, Science, Music, Arts and Handicrafts, Homemaking and Physical Education (hereinafter in this Section referred to as each Subject), Moral Education and Special Activities.

2. In the formulation of the curriculum of a private elementary school, Religion may be added regardless of the provisions of the preceding Paragraph. In this case, Religion may be substituted for Moral Education prescribed in the preceding Paragraph.

Article 24-2 The number of teaching hours for each Subject, Moral Education and Special Activities in each grade of elementary school (The number of teaching hours for Special Activities shall be the number allocated for Activities of Classroom Assembly, Activities of Clubs and Classroom Guidance (excluding guidance concerning school lunch programme) which is prescribed in the Course of Study for Elementary Schools as provided for in the following Article) and the total number of teaching hours for each grade are indicated as the standard in the Annexed Table 1.

Article 25 In addition to the conditions specified in this Section, the elementary school curriculum shall be in conformity with the Course of Study for Elementary Schools which the Minister of Education, Science and Culture makes public separately as the standard for curriculum.

Article 25-2 In Grade 1 and Grade 2 of elementary school, teaching by combining some of the Subjects may be given.

Article 26 Any Subject that pupils may find it difficult to follow due to their mental or physical conditions shall be offered in such a way as suits the mental and physical conditions of the pupils concerned.

Article 26-2 Where it has been recognized by the Minister of Education, Science and Culture that there is a special need for conducting research to contribute to the improvement of the elementary school curriculum, and adequate considerations are made for the education of pupils, the provisions of Paragraph 1 of Article 24, Article 24-2 or Article 25 may

be exempted in accordance with the conditions specified separately by the Minister of Education, Science and Culture.

Chapter 6 Special Education

Article 73-18 With regard to the curriculum for a special class in an elementary school or a lower secondary school, a special curriculum may be adopted regardless of the provisions of Paragraph 1 of Article 24, Article 24-2, Article 25, Paragraphs 1 and 2 of Article 53, Article 54 and Article 54-2.

Supplementary Provisions of the Ministry of Education, Science and Culture Ordinance No.30 of July 23, 1977

This Ministry Ordinance shall be enforced as from April 1, 1980.

Annexed Table 1

Classification		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of School Hours by Subject	Japanese Language	272	280	280	280	210	210
	Social Studies	68	70	105	105	105	105
	Arithmetic	136	175	175	175	175	175
	Science	68	70	105	105	105	105
	Music	68	70	70	70	70	70
	Arts and Handicrafts	68	70	70	70	70	70
	Homemaking	-	-	-	-	70	70
	Physical Education	102	105	105	105	105	105
Number of School Hours in Moral Education		34	35	35	35	35	35
Number of School Hours in Special Activities		34	35	35	70	70	70
Total Number of School Hours		850	910	980	1,015	1,015	1,015

Remarks:

1. One unit school hour in this table shall be forty-five minutes.

2. In case where Religion is added to Moral Education under the provisions of Paragraph 2 of Article 24, the number of teaching hours in Religion may replace part of the number of teaching hours in Moral Education as prescribed in this table.

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神戸	650	神戸市中央区北長狭通5丁目4番3号	神戸 078(341) 0637
奈良	630	奈良市橋本町36番地（奈良明新社）	奈良 0742(22) 8844
和歌山	640	和歌山市本町1の7（宮井平安堂）	和歌山 0734(31) 1331
鳥取	680	鳥取市末広温泉町164（富士書店）	鳥取 0857(23) 7271
松江	690	松江市殿町63（今井書店）	松江 0852(24) 2230
岡山	700	岡山市駅前町1丁目地下街区3号（山田書房）	岡山 0862(23) 7048
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山口	753	山口市中央5の15の6	山口 0839(22) 0582
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松山	790	松山市三番町4丁目6の13	松山 0899(41) 7879
高知	780	高知市本町5丁目2の21	高知 0888(72) 5866
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長崎	850	長崎市出島町5番15号（税関前）	長崎 0958(22) 1413
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大分	870	大分市中春日町5番22号（春日歩道橋南）	大分 0975(32) 4308
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鹿児島	892	鹿児島市中町12番7号（西本願寺前）	鹿児島 0992(24) 0141
那覇	900	那覇市久茂地1丁目1の29（文教図書）	那覇 0988(63) 5288

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